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ABSTRACT

Presented is the CI-TAB (Career Information and Training Activities for the Blind) script of 23 cassette recordings providing career education for visually handicapped and blind middle-school students. Included are eight study units titled: "What Work Is"; "Why People Work"; "How People Find Jobs"; "What People Do in Certain Jobs"; "Why Some Jobs Pay More"; "Working Conditions"; "Interests, Aptitudes, Personalities"; and "How Schools Help Prepare for Jobs". Each unit is accompanied by a list of concepts to be developed, suggested learning activities, and tests. Fourteen job descriptions give first person accounts of the experiences of visually handicapped or blind workers, including a computer programmer, an electronics technician, and a homemaker. An appendix lists additional resources for films useful for students who have enough vision to enjoy films or who may profit from hearing comments on sound film. (IM)

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THE CI-TA* MIDDLE SCHOOL PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

What the child is, the adult may become. The extent to which young people are confident participants in, and contributors to, their contemporary society measures to a great degree their satisfaction and usefulness in the years to come.

To these ends the education of youth must be real and vital and meaningful and true, dealing first hand with things and ideas as they actually exist, and holding implications for living and survival and hope. Career education aims to open a bit wider the doors to a fuller life for all youth.

CI-TAB Middle School Program

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Introduction

In the early days of our country, education was designed, for the most part, to prepare men for the professions of law, medicine, teaching, and the ministry. Education for women was intended to teach them to walk and talk gracefully, to look beautiful, to play a musical instrument or sing or read poetry, and to be gracious hostesses in their homes.

Of course, some women read and studied more serious subjects on their own and even wrote books and articles or spoke out on political issues. A few leaders insisted that, if people were to govern themselves, everyone needed to be educated and informed in order to vote intelligently.

Most other occupations were not learned in school, although school subjects like mathematics were later used in many occupations. Printing, surveying, farming, harness making, sewing, cooking, metal working, carpentry, and such things were learned in shops, on the farm, in the home, or by working as a helper to an older experienced worker.

Only gradually were schools and colleges established to prepare people for certain jobs or certain occupations such as agriculture or mining or mechanics. For many years, poor people went to school only a few years to learn to read and write, to spell, and to do basic mathematics. Well-to-do people studied for a profession or just to improve themselves and to fit into an educated social circle.

As more machines were invented and people were needed to operate them, trade schools sprang up. These were, and many still are, operated by large companies to train people for their purposes. Technical high schools were later built by some states and cities where young people could be trained to do a number of different jobs. But most schools still provide only a general education, and students are not actually ready for any particular job when they graduate. Many of the things which are taught in a general academic course of studies can be helpful on hundreds of jobs, but students usually do not know this unless teachers make a point of showing them.

Unless both teachers and students know what workers are required to do on a number of jobs, they cannot make the application. This is where career education comes in. Many educators are saying that even kindergarten and primary grade students need to begin to understand the importance of all work and to appreciate all workers as necessary members of the community. In the elementary grades and in the middle schools, students learn what people do in many kinds of jobs and also begin to study their own interests and talents and personalities. Some may now decide to study and prepare for certain jobs. In high school young people study more about jobs and may begin some job training. At least they understand how each school subject can help them in whatever job they decide upon.

One can readily see that career education is not a separate subject in school. Rather it is a part of every subject. Students and teachers need to learn about many different jobs and to consider how each subject can help young persons

prepare for careers in which they can be happy while contributing something to their community.

Suggestions for Using the CI-TAB Materials

The CI-TAB Middle School Program was designed to be used by students in grades five through eight, but students in upper grades have found some of the material interesting and useful. Likewise students in lower grades have used information and activities from the CI-TAB Secondary Program. It seems reasonable that, if a school has both programs, they should be freely accessible to teachers and students at any level or in any subject.

The middle school program is organized around eight different unit topics, with an introductory discussion and suggested learning activities for each. It is not necessary to take them in the order in which they are presented in the program.

One thing to keep in mind is that the program is flexible enough that a teacher or a student can select any part of it that meets a need. Another characteristic of these materials is that they are not intended to be perfect or complete in themselves. They should be adapted, enriched, expanded, or modified in whatever manner may occur to the person who uses them.

In the appendix at the end of this handbook is a list of films which may be interesting and helpful for students who have some vision.

Some films can be borrowed; others can be rented. Writing letters to find out about certain films may be a good typing exercise. It can also give a student practice in forming good sentences and in enlarging the vocabulary.

In some schools certain activities will not be possible. In other parts of the country a suggested activity will be easily accomplished.

The jobs which are described have two purposes. Some of them are merely to give information about workers who are important because everyone must depend upon them for certain services. The grocer, the letter carrier, the police officer, the upholsterer and the television repair person fall into this group.

Other jobs are those which a blind or partially sighted person can do. The telephone operator, the darkroom worker, the medical transcriber, the secretary, the publisher, the homemaker and the artist are all totally or legally blind.

This does not mean that every visually handicapped person could do just any of these jobs. A great deal depends upon natural talent, education, opportunity, and general good health. Visually handicapped students and their teachers need to explore this subject further as part of the career education program. The student who is alert and ambitious and willing to work hard will be able to do many interesting and useful things.

The job descriptions can also be used to illustrate facts presented in the

introductory discussions in each of the eight units. Some may fit equally well in several units, as indicated below.

Jobs	Units
Automatic Transmissions	1,3,5,8
Brooms and Mops	1,4,5
Computer Programmer	2,3,4,7,8
Darkroom Worker	2,3
Electronics Technician	2,3,5,6,8
Homemaker	1,2,4,8
Letter Carrier	1,4,6
Library Illustrator	3,6,7,8
Medical Transcriber	2,4,7,8
Police Officer	2,4,5,7
Publisher	2,3,4,7
Secretary	2,3,6
Store Manager	2,4,5
Telephone Operator	2,3,4,5
Upholsterer	1,4,6,8

The writer and others involved in the preparation of these materials welcome any inquiry regarding career education or sources of occupational information. They will also be interested in your comments.

CI-TAB Unit One - Middle School Program

What Work Is

This is the first in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. Work begins in infancy: becoming independent.

2. Work begins in the home: family members helping one another.

3. Work is producing; products are consumed.

4. Producers and consumers are interdependent.

5. Both goods and services are produced and consumed.

6. Work is organized activity.

7. Workers at school produce goods and services.

The text of the Unit One discussion is presented on the following pages.

Unit One: What Work Is

Let's talk about work in the home. You were very young when you first began to work. You didn't know that you were working, of course, when you began to sit alone, hold your cup, creep, stand, feed yourself, talk, walk, and dress yourself, but you really were. Work is the way people take care of themselves and, later, help to take care of other people. Even what is sometimes called "play" may be helping to make yourself and others healthy and happy.

It's easy to understand that work begins in the home. The first work of the day for your parents is usually taking care of the children and of themselves. You also probably have things to do to take care of yourself and to help your parents or brothers and sisters. One or both of your parents may then go out to jobs in the community where they work at something that helps other people, and you may go to school where most of what you do is usually helping yourself.

But let's think first about the work that goes on in the home. It may be interesting to try to list all of the tasks that are done in the home in a week. Why not have a contest in your class to see who can make the longest list? Then combine the lists and see how many tasks

you have in all. Were you surprised at the number? Do you think you may have missed some? Can you name the person in the family who usually does each job?

Cooking food is probably one of the tasks on the list of jobs your parents do in the home. When they make something for you that you can eat, or use, they are producing something; so we say that they are "producers." When you or your brothers and sisters eat the food or use what your parents have produced, we say that you are "consumers." To consume means to eat or use what has been made. What else do your parents produce that you consume? Do they make some of your clothes or perhaps some of your furniture? If so, and if you use these things, you are a consumer.

We have been talking about things you can eat or wear or touch or see or hold. We call these things "goods" and we say that your parents have produced goods. But can you think of other things your parents do for you? Did they dress and feed you when you were younger? We call these things "services." What about taking you somewhere in the car? That is a service that they produce and that you consume. What about renting or buying a house for you to live in? Isn't that a service?

Do you sometimes help with the work in the home? If you do, you are a producer of services, too, and the rest of the family are consumers because they are helped by your work. If you make something for someone, then you are a producer of goods.

Can you make up some rules, or definitions, about what you have learned? What is the difference between a producer and a consumer? That will be one rule. What is the difference between goods and services? That will be another rule. You may want to discuss this in your class and work on the rules together. See if each of you can list all the goods and services you consume and all those you produce. Who has the longest list?

If you like to model with clay you may enjoy setting up a display of people in the family producing different kinds of goods and services. You can use this to teach younger students in your school. Even some upper grade students may not understand all of this. Ask your teacher if your class may make up a work exhibit for the rest of the school. You can add more figures and more activities and ideas during the year. These figures should be made of clay which will harden after a few days so that they can be handled. You should label your exhibit in both braille and large type so that everyone can read it.

Can you do all of the jobs done in the home? Most of them? Are there some which you feel you really need to learn? Why not have a week in which each member of your class will learn to do at least one new job? At the end of the week it will be interesting to report to one another. What was the hardest part of learning your new job? Did anything funny happen? You are a long way toward becoming an adult

when you can laugh at your own mistakes. Perhaps you will want to vote on the hardest job anyone learned and give the winner a special privilege of some kind.

How do you feel about yourself when you have tried to do something hard and have succeeded? It's all right to feel good about yourself when you do well.

Even if you fail you can feel proud of yourself for trying. In fact, you may be able to do the same thing later because you learned from your failures. Also, the things you learn from trying one thing, even if you fail, may help you do other things more easily. Why not talk about this in your class?

Have you ever thought about how the parents in the home organize the work? Some things must be done every day and at about the same time. Other jobs are done once or twice a week. Do you know some jobs which are done once a month or once a year? Parents must also decide who is to do certain jobs. Perhaps you didn't realize that parents actually have to plan and organize the work in the home and that they really do have a schedule of activities to be performed at certain times. Of course they don't always write it out, but they usually have it in their heads.

Did you ever consider making a daily or weekly schedule for yourself? Many people find that they can get more work done and have some time left over for play and recreation if they plan their days. Try making a schedule for yourself. Or you may wish to begin first to figure how much time every day you need for each activity. Put down the hours you need for sleeping; for eating;

for dressing and personal care; for work duties in the home; for school and study; for play and recreation; and for just sitting and thinking. When you begin trying to follow a schedule, you may find that some activities take longer than you planned. Others may not take as long. You may find that you are trying to crowd too much into twenty-four hours, or you may have more time than you expected. The good thing about a schedule is that you can change it as many times as you like. After a few days or a week, you and your class may want to talk about schedules. Did you change yours several times? Did it help you get more done and have more time for play or recreation? Maybe you were able to begin a special project that you had been wanting to do, but thought you didn't have time for. This often happens when people plan their time more efficiently.

It may be interesting to talk with some parents and find out how they organize the work in the home. You may wish to ask how many children there are and their ages. Ask about tasks that are done every day, those that must be done once a week, and those that are done only about once a month or once or twice a year. Who assigns tasks in the home? Who does each one? Do they take turns on some? Does the family all work together on some tasks?

Young people sometimes do certain tasks, without being asked or told, just because they are responsible members of the family. Can you name some tasks that you do, just as a matter of course?

Unit One - Learning Activities

Learning activities are listed below for Unit One. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may list tasks done in the home. English skills of capitalization, punctuation, and spelling may be taught. This activity can also be part of a social studies assignment. Additional ideas:

2. Students may discuss the differences between producers and consumers and between goods and services and write definitions which make the meanings clear. These may be either English or social studies assignments. Additional ideas:

3. Students may work together on a work exhibit of clay figures, showing family members engaged in various home tasks. The exhibit can be expanded throughout the year to include workers in various occupations. Arts and crafts or social studies are suggested as possible areas where these can be done. Additional ideas:

4. Students may designate a time period of a week or more in which each will try to learn some home task. This can be discussed in class after the activity is completed. Students who learn new tasks can be recognized in some special manner. Social studies, English, home economics, and mobility training are suggested areas where this activity may fit well. Additional ideas:

5. To help themselves become better organized, students may make daily or weekly schedules of their activities. This may be an English or home economics activity. Additional ideas:

6. Students may invite the principal or the superintendent to visit their class and discuss the various jobs people hold on the school campus. This may be within a social studies unit. Additional ideas:

Unit One Tests

Teachers and students who wish to find out how much learning has taken place in Unit One may use the following tests.

1. The student will be able to list at least ten jobs done in the home.

2. The student will be able to differentiate between producers and consumers and between goods and services.

3. The student will learn at least one new home task.

4. The student will make a personal daily and/or weekly schedule.

CI-TAB Unit Two - Middle School Program

Why People Work

This is the second in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. People work for personal survival.

2. People work to get necessities of food, clothing, and shelter for themselves and their families.

3. People work because what they produce is needed by society.

4. People work to satisfy interests, curiosity, talents.

5. People work in order to be a part of society.

6. People work in order to gain recognition and respect.

7. People work in order to be helpful to others.

The text of the Unit Two discussion is presented on the following pages.

Unit Two: Why People Work

Let's talk about work that is done at school. Think about the things you do in your class. Do you produce goods which are used, or consumed, by someone else? What about an exhibit you make for other students to handle and learn from? What services do you produce? Do you play the piano or some other instrument? That is producing a service for other people to consume. They consume your music when they listen to it.

How many goods and services are produced on your school campus? It may be interesting to ask your school principal or superintendent to tell you all the kinds of jobs people are hired to do on your campus. Can you and your classmates tell whether each produces goods or services? Who uses, or consumes, these goods and services? Why not talk with some people who work in the school. Think about what you would ask them. Listen carefully. Notice how they plan their work. What did you learn about the work these people do? Do you think they like their jobs? Why?

What about the organization of work in your classes? Your teacher probably has the work carefully planned. Ask your teacher how this is done. Sometimes a teacher is glad if students are mature enough to take the responsibility for planning some of their own work.

Why not discuss this with your teacher? If you can begin to take on small duties like this it will be a great help in your growing up into a strong person who can manage your own affairs.

Does your class sometimes take on special projects for the school or for your neighborhood? Why not discuss what needs to be done in the school that your class could plan and carry out? Your teacher can help you organize yourselves into groups or committees to do the different parts of the job. Sometimes just planning a party for your class will give you experience in organizing your work. What goods and what services will be needed? Who are the producers and who are the consumers? You will want to discuss the project after you have finished. What did you learn? How do you feel about what happened? Do you understand now why most people really like to have a job and feel that they are a part of what's going on in the world?

In order to see how you feel about different kinds of jobs as a way of helping, your class may want to adopt a kindergarten or first grade class in your school. Talk it over with your teacher, and then with the teacher of the younger students. What do they need? Encouragement in becoming more independent? More enriching experiences? They may need some materials that your group can collect for them or can make for them. Sometimes people your age can do things for children better than the teachers or parents can. One reason is that you are closer to them and another is that they look up to you as their ideals. If you decide to take on this project, you will need to plan very carefully so that the children

will be really helped and not harmed in any way. Think first just what it is you are trying to do. Then decide how and when and where the activities will be carried out. You may want to elect someone as the chairman of your group. Decide which part each of you will be responsible for. Take plenty of time to discuss and make plans. Don't be discouraged if you disagree on some things. This is normal on any job. Just keep talking, be patient, and try to be ready to compromise a little here and there.

While the project is going on, you will need to have discussion and planning sessions now and then to solve any problems that may come up. At the end of the project, talk about what was done. How do you feel about the work you did? Which part was most satisfying? Did everyone have a chance to help in the things he or she could do best? Does it seem to you that nearly all kinds of jobs are actually ways of helping someone else in some way? Discuss this in your class. Have a game. Name a job. Ask someone to tell how it helps other people. How many jobs did you name?

You can see how important all work is. And even while you are helping yourself to learn in school, you are also preparing yourself to be a useful person when you are older.

You remember we talked earlier about the different tasks that are done each day or every week in the home? One or both parents usually work

at some job outside the home. You may not know how much it takes to buy everything a family needs. Do you know how much milk your family uses in a week and how much it costs? What about bread? eggs? meat? cereals? vegetables? fruits? Ask your parents or your teachers. Work together as a class or in small groups and see if you can figure out how much it takes to feed a family of four for a week.

Do you know how much your shoes cost? How many pairs do you wear out each year? What about your other clothes? Can you figure what your clothes cost for a year? Which cost more, boys' clothes or girls' clothes? Some classes of older students have enjoyed choosing names for an imaginary family and carrying them throughout the school year, planning what to buy for each one at different times. Ask your teacher if your class may do this. You will need to watch for the special sales in the newspaper and in mail order catalogs. Some special sales are advertised on television also. It may be a good idea to set an imaginary income for the family. Will this be a family where more than one person is working? What kind of jobs will they do? Should you include unexpected expenses for illness or for repairing the car or replacing something that may be lost? What will happen if someone loses a job? This could be a very interesting activity.

Think, too, of all the different persons who work to make your life possible. Who built the house you live in? Does someone bring your mail? pick up the garbage? install the telephone? repair the plumbing? See how many workers you and your classmates can name who come into your home as very important

helpers. What about the mechanic who works on your car?

What would happen if all of the people in one kind of job stopped work for a whole month. Can you make up a story, just for fun, about a town or city where this happened? Perhaps you will want to tell it as if you were actually living there yourself.

Unit Two Learning Activities

Learning activities are listed below for Unit Two. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may research food costs by inquiring of parents or teachers, referring to newspaper and television ads, visiting a supermarket. English, social studies, math, home economics, or mobility training may all be involved in this activity. Additional ideas:

2. Students may create an imaginary family with names, ages, and occupations and carry them for a period of time, planning incomes, expenses, and typical events in an average American home. Additional ideas:

3. With the teacher's guidance, students may plan some of their class work in such subjects as English or social studies. Additional ideas:

4. Students may learn first hand about division of labor, organization, and interdependence by planning and carrying out a project such as a class party. This may use English, mathematics, social studies, home economics, and mobility training. Additional ideas:

5. Students may adopt a kindergarten or primary grade in the school for a period of time, and plan a special project to help them in some area of need. English, social studies, art, math, and mobility training may be involved. Additional ideas:

6. Students may interview one or two employed graduates of the school about their feelings about themselves since they are working. This could be an English or social studies assignment. Additional ideas:

7. Students may interview an elected city or county or state office holder and ask why he or she decided to run for office, what special satisfactions are derived, and whether he or she plans to continue in government service. English or social studies may be involved. Additional ideas:

8. Students may write an original story about an imaginary town where all automobile mechanics refused to work for a month. English or social studies may be areas for these activities. Additional ideas:

Unit Two Tests

Teachers and students who wish to find out how much learning has taken place in Unit Two may use the following Tests.

1. The student will be able to budget weekly food requirements for a family of four.

2. The student will cooperate in planning an imaginary family's total income and expenditures for a certain period of time.

3. The student will cooperate in a project to help students in a lower grade.

4. The student will be able to give at least five reasons why people work.

5. The student will be able to tell whether goods or services are produced by at least three campus employees.

CI-TAB Unit Three - Middle School Program

How People Find Jobs

This is the third in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. People find jobs by inquiring among friends, family, and acquaintances.

2. People find jobs through newspaper, magazine, radio, and television ads.

3. People find jobs through public employment agencies.

4. People find jobs through private employment agencies.

5. People find jobs by opening their own businesses.

6. Some people write, or paint, or carve or compose music, and sell what they have produced.

7. People sometimes go or write directly to an employer to see whether

jobs are available.

8. People are more likely to get a job if they have had experience or special preparation.

The text of the Unit Three discussion is presented on the following pages.

Unit Three: How People Find Jobs

Have you ever thought about what kind of work you want to do? It may be interesting to make a list of the things you think you might like to work at either now or when you are older. Compare your list with friends in your class. When you see what they have written, do you think you might wish to do some of those things also?

The next thing you may ask is, "How do I go about getting a job?" With your classmates, ask at least ten people how they got their jobs. How many ways did you learn that people find jobs?

Some people probably got their jobs by asking among their friends and relatives. This is the way most young people get their first experience, working after school or on week-ends or in the summer. Have you had a part-time job like this? It is a good idea to work at as many of these small jobs as possible so as to find out what kind of work you really like best.

Some young people may find a job by going into a store and asking the manager if there will be work for certain seasons of the year, such as during the Christmas holidays. One may need to apply several weeks

or months ahead of time and then check again a bit later.

Employers sometimes place an advertisement in the newspaper or in a magazine. It would be interesting to bring some newspapers and magazines to class and notice what kinds of jobs are offered. Do you think you might like one of these jobs? How would you go about getting a job in one of these places?

Sometimes people who are looking for a job go to an employment agency and register. Employers also register the jobs they have open. Then the agency helps the job seeker and the employer to make contact with one another. Did you find some of these agencies listing their jobs in the newspaper? What kind of information is given in the newspaper?

In many cities the United States Government has an employment office. Why not make a visit to the U. S. Employment Service Office in your city or in one near your school? Or, you may wish to invite a person from the office to come to your school and talk with you about the way they operate the service. This person will be able to tell you the kinds of jobs people get through that office. Ask him or her about experiences and education you can get now which will help you get a job when you are older.

If you live on a farm, you may have had experience selling fruits or vegetables at a roadside stand. You may have bought things from a roadside stand. Did you ever have a lemonade stand in your neighborhood? What other small businesses

do people sometimes start in their own homes? These are ways of having a job and making money as your own boss.

Sometimes a class in a school wants to make money to buy something for the school or to pay for a trip. They may all make candy or cookies to sell to other students, or they may buy large quantities of these things and sell them for a little more than they cost. Do you know what it means to make a profit? Students sometimes have a neighborhood car wash to make money for some project. Is there something your school or class needs? Can you plan a way to earn the money you need? Ask your teacher.

Do you know someone who makes a living by playing a musical instrument or by singing? Perhaps you know someone who makes a living by painting and selling pictures. It will be interesting to talk with one of these people. Ask him or her how one gets a job singing or playing or painting or drawing.

If you were looking for a job, what would you do first? Discuss this in your class. How would you talk with an employer? It may be fun to practice this in your class. Remember when you apply for a job to try to show how you can be helpful to the employer. Don't just ask what the company can do for you.

Unit Three Learning Activities

Learning activities are listed below for Unit Three. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may discuss jobs they know about and list jobs they think they would like to do. This may be an English or social studies assignment. Additional ideas:

2. Students may interview people on campus and in the community to find out how they got their jobs. This may be a part of their English or social studies or mobility training. Additional ideas:

3. Students may tell about part-time or one-time jobs they have had and explain how they got the job. This may be done in either English or social studies class. Additional ideas:

4. Students may bring newspapers and magazines to class and scan them for job offers. This may be an English or social studies project. Additional ideas:

5. Students may visit an office of the U. S. Employment Service or invite a person from the office to speak to the class. English, social studies, or mobility training may be advanced through this activity. Additional ideas:

6. A class discussion may center around the various ways people begin to operate their own small businesses. This may be done in English or social studies class. Additional ideas:

7. Students may plan and carry out a money-making project for some class objective. Skills in English, social studies, math, art, and mobility training may be developed through this activity. Additional ideas:

8. Students may enjoy role-playing asking an employer for a job. This may be an interesting English lesson. Additional ideas:

Unit Three Tests

Teachers and students who wish to find out how much learning has taken place in Unit Three may use the following tests.

1. The student will be able to list at least five job preferences.

2. The student will interview at least two employed people and report how they got their jobs.

3. The student will be able to list at least five different kinds of jobs advertised in a newspaper or magazine.

4. The student will be able to tell at least two things the U. S. Employment Service does.

5. The student will be able to name at least three ways people get a job by operating their own business.

6. The student will cooperate in a money-making project for the class or engage in one individually.

CI-TAB Unit Four - Middle School Program

What People Do in Certain Jobs

This is the fourth in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. People work in hundreds of different jobs.

2. A job usually includes a number of tasks.

3. Jobs are related by tasks which are similar in each.

4. Jobs are related by what the worker deals with.

5. Some jobs deal with data such as numbers or information.

6. Some jobs deal with people or animals.

7. Some jobs deal with things.

8. Some jobs carry more responsibility than others.

The text of the Unit Four discussion is presented on the following pages.

Unit Four: What People Do in Certain Jobs

You have probably thought about the kind of job you want to have when you are older. Perhaps you have wished you could be an airplane pilot, or a private detective, or a doctor, or a teacher, or a forest ranger, or some other job you have read about or have seen on television.

It is sometimes hard to decide what you really want to do; there are so many interesting things in the world. Why not make a list of about ten different jobs of people you know? Then ask each one what he or she does on the job. You will probably find that jobs are made up of many separate tasks that a worker must do.

As you write down the tasks each job has, do you notice that two or more different jobs may have some of the same tasks? Did you find, for example, more than one job in which the worker had to nail something with a hammer or adjust something with a wrench? In how many of the jobs does a worker need to figure something, or to write directions, or to keep some kind of record? Make another group of jobs where the worker makes, or builds, or deals mostly with things. Did you notice that nearly every job requires you to work at least a little with other people, and in most jobs you must handle some things? Again, you may find that in most jobs you have to deal with numbers and information part of the time.

Jobs are often classified in these three groups: (1) those in which the worker deals mostly with numbers and information; (2) those in which the worker deals mostly with people or animals; and (3) those in which the worker deals mostly with things.

Take, for example, a ranch worker and a police officer. Both may deal with things such as cars, planes, helicopters, and so on. They also both deal with numbers and information. But most of the time they deal with people or animals. So their jobs will both go in that group. When your class has completed all the interviews, it may be fun to discuss each job and decide which group it belongs in.

Another important thing to remember about jobs is that some carry more responsibility than others. Think about the mechanics who work on cars. They may all be good mechanics, but the shop manager has more responsibility because he or she must check up on the work of other people to be sure that it is done right, and he or she must handle any complaints from customers. The manager may also hire or fire the people who work in the shop.

Which of the jobs you have been studying do you think are more responsible? Which carry the least responsibility? Do you like to be responsible for other people as well as for your own work? Think about this as you consider what you want to do.

Unit Four Learning Activities

Learning activities are listed below for Unit Four. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may list ten different jobs of people they know on campus, at home, or in the neighborhood. They may then talk with each one and find out the tasks which are performed on each job. This can be an English or social studies, or mobility training activity. Additional ideas:

2. Students may list the jobs in which the worker deals mostly with numbers or information. This may be done in English or social studies or math class. Additonal ideas:

3. Students may list jobs in which the worker deals mostly with people or animals. This may be an English or social studies assignment. Additional ideas:

4. Students may list jobs in which the worker deals mostly with machines or mechanics, or products or handcrafts. This may be done in English or social studies or shop classes. Additonal ideas:

5. Students may discuss jobs in each of the three areas which carry the most responsibility and those which carry least. This may be an English or social studies assignment. Additional ideas:

Unit Four Tests

Teachers and students who wish to find out how much learning has taken place in Unit Four may use the following tests.

1. The student will interview people in at least five different jobs.

2. The student will be able to give at least four tasks performed by a worker in each of the five jobs.

3. The student will be able to identify accurately at least three jobs which deal mostly with numbers or information.

4. The student will be able to identify accurately at least three jobs which deal mostly with people or animals.

5. The student will be able to identify accurately at least three jobs which deal mostly with things.

6. The student will be able to identify, in each of the three clusters, at least one job which carries more responsibility and one which carries less.

CI-TAB Unit Five - Middle School Program

Why Some Jobs Pay More

This is the fifth in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. A person will usually get more money for a job which carries more responsibility.

2. A person will usually get more money for a job which requires longer or more expensive training.

3. A person will usually get more money for a job which is most vital to the employer.

4. A person will usually get more money for a job if only a few people are able to do it.

5. A person may get more money for a very dangerous job.

6. A person may get more money for a job because people are accustomed to paying more for it.

7. An experienced person may get more money than an inexperienced person does.

8. The degree of job security may make a difference in the pay.

The text of the Unit Five discussion is presented on the following pages.

CI-TAB Middle School Program

Unit Five: Why Some Jobs Pay More

Many things are more important than money, of course, but almost everyone wants and needs some money. Even very young children realize that money will buy many things. So when people begin to think about the kind of work they will do, they are usually interested in how much money they will receive.

Some jobs carry more responsibility than others, and so they usually pay more. If you are an employee in a store and you are in charge of several other workers in a department, you will normally get a bit more money. This is because you are responsible not only for your own work, but you must also see that they are doing their jobs. In some jobs, the employee is responsible for the lives of other people. Airplane pilots are one example. Can you think of others?

Some jobs can be done with very little education, but they do not usually pay very much. Jobs which require several months or years of education usually get a higher wage, depending upon how long, how special, and how expensive the training is. Do you know a job which takes many years of education after high school? Doctors will usually have ten to fifteen years beyond high school; so they do have fairly high incomes. Some make a great deal of money.

Other jobs may require only two to five years of training, but the education may be very difficult and expensive. People who get some kinds of scientific or technical training often get a high salary. Do you know a scientist? Ask your teacher about some scientific laboratory near your school. See if you can find out the kind of training and the amount of pay the workers get.

Sometimes a worker knows something very special or is so good at managing a part of a business that he or she is worth a great deal of money to the company. Some people study and plan and work hard in order to become important and necessary in a certain business. Do you know someone like this? Ask your parents about the place they work. They may know someone who seems necessary in that particular company.

If one has a special talent in art, or music, or drama, or a special skill with machinery, that person may get a great deal of money just because only a very few people are that good. Professional athletes come in that class also. Can you name some people like this? How much money do you think they make?

Do you know some occupations which are very dangerous? Do these people get higher pay for their work? Do you think some workers deserve more pay because they are in danger much of the time?

As a rule, workers who have more experience will do better work; so the experienced employee may get higher pay than the beginner. This is one reason young people need to work as much as possible, even without pay sometimes, so

that they can have experience.

Some jobs are important, but they do not last long, so the worker must have more money while he is working. Actors, athletes, elected government officials, and athletic coaches often lose a job, or people become unhappy with them. They do not have much of what is called "job security."

Some jobs do not require as much education as others, the work is not actually as important as others, and the workers do not produce as much as others, but the pay is higher. The reason is that people have always paid more, and do not realize it. Things are gradually changing so that more people are beginning to get the pay they deserve.

There are thousands of good jobs which provide enough money for people to live comfortably. Many people feel that they do not have to be rich to be happy. What do you think?

Unit Five Learning Activities

Learning activities are listed below for Unit Five. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may write a letter inviting an employer to come and speak to the class on the subject of "Why Some Jobs Pay More." This may be an interesting English activity. Additional ideas:

2. Students may ask a hospital administrator why the doctors may sometimes make more money than he or she does and also why some doctors make more than others do. This assignment may belong in social studies or health areas. Additional ideas:

3. Students may ask a school administrator to explain why athletic coaches sometimes get more money than teachers do. Social studies, English, or health and physical education may be involved. Additional ideas:

4. Students may make a list of occupations which require many years of training. This may be done in social studies or health class. Additional ideas:

5. Students may list occupations which require special talents or abilities. Art, music, science, or shop classes may be appropriate places for this activity. Additional ideas:

6. Students may list occupations which are very dangerous. This may be a social studies assignment. Additional ideas:

7. Students may list occupations which have little job security. This may be related to social studies. Additional ideas:

Unit Five Tests

Teachers and students who wish to find out how much learning has taken place in Unit Five may use the following tests.

1. The student will be able to list at least three reasons why some jobs pay more than others.

2. The student will be able to list the pay scale in two jobs which may be done with less than a high school diploma.

3. The student will be able to list the pay scale in at least two jobs which may be done with only a high school diploma.

4. The student will be able to list the pay scale in at least two jobs which may be done with less than four years of college.

5. The student will be able to list at least two jobs which pay very well but are very insecure.

6. The student will be able to name at least one dangerous job which pays very well.

CI-TAB Unit Six - Middle School Program

Working Conditions

This is the sixth in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the folowing.

1. Working conditions are important to most people on a job.

2. Some jobs must be done out-of-doors, while others are done indoors.

3. Some jobs are performed by an individual working alone, while some must be done in cooperation with one or several other persons.

4. Some jobs are in rural areas; others are in towns or cities.

5. Jobs are done in many different climates, and localities.

6. Some jobs are done in an air-conditioned building; some may be done in an open shelter; some are noisy or dusty.

7. Most employers are honest, courteous, and reasonable; a few are not.

The text of the Unit Six discussion is presented on the following pages.

CI-TAB Middle School Program

Unit Six: Working Conditions

People are not usually very happy if they cannot work and take care of themselves. Sometimes there are a few things about the jobs they have which they do not like at all. But if there are many good things about their jobs, they usually stay with them, because they know that they would be more unhappy with no job at all.

As you begin thinking about the job you expect to have some day, you should consider working conditions. Let's look at what is meant by "working conditions." Why not ask several workers how they feel about working conditions on their jobs?

You and the other members of the class may wish to begin a study of ten or more jobs. Try to choose ones you think you might like to learn to do. Find out these things about the jobs:

(1) Is the work done indoors or outdoors?

(2) Is the job performed by a person working alone, or must it be done in cooperation with other people?

(3) Is the job in the country or in a city?

(4) In what kind of climate (hot or cold or wet or dry) or locality (mountains, plains, desert or water) is this work usually done?

(5) Does the worker stay in an air-conditioned building or in an open shelter?

(6) Is there noise, or dust, or paint, or oil and grease?

You may be surprised to learn that many people find their jobs so interesting that they do not really mind the unpleasant parts. Take the auto mechanic, for example. Some people may be unhappy in a building which is often hot or cold and where there is a lot of noise and grease and dirt. But good mechanics are proud of their skills and knowledge and of the difficult things they are able to do. They hardly notice the other things.

Take the personnel in the complaints department of a big store. You may feel that you would not like to deal with angry or upset people all day. But handling these people successfully, and making them satisfied and happy again, takes a very clever, skillful person and a special talent. Anyone can be proud to have the ability to exert a calming effect upon people.

How many jobs can you think of in which the worker feels good about accomplishing especially difficult tasks? Your teacher may be one of these people. Teaching is a very demanding job with many hard problems, but most teachers love their work because they enjoy helping young people to grow and learn to be independent,

successful persons.

An important working condition is the kind of employer one may have. Ask your parents what they especially like about an employer and also what can make an employee most uncomfortable.

Some people are not happy unless they can work where they see and talk with other workers much of the time. Other people cannot concentrate and accomplish what they need to do unless they can work alone in quiet surroundings.

For reasons of health certain people require a hot, dry climate; others must have cool weather. Some have allergies or diseases which can be hurt or helped depending upon the kind of climate.

You may be unhappy living in a large city, while others are miserable away from the city. All of these things affect the kind of work you will be able to do.

Have you considered putting together all the things your class has learned about the world of work? Ask your teacher about making up a little booklet of information about jobs.

Unit Six Learning Activities

Learning activities are listed below for Unit Six. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may ask several workers about the importance of working conditions: What do they like or dislike? This may be done in English or social studies. Additional ideas:

2. The class may interview ten or more workers and find out (1) whether they work in-doors or out-of-doors; (2) whether most of their work is done alone or with one or more other persons; (3) whether they work in the town or in the country; and (4) what kind of building they work in. This may be used for English, social studies, or mobility training. Additional ideas:

3. Students may ask several people in different jobs what they like most about an employer and also some things they might dislike enough to cause them to quit a job. English, social studies, or mobility training are possible areas for this activity. Additional ideas:

4. Students may list a number of different climates, different altitudes and different scenery where people live and work. Science, social studies or English may be appropriate settings for this activity. Additional ideas:

5. Students may begin compiling information about jobs to be included in a booklet to be printed and placed in the school library. This may be useful for English or social studies. Additional ideas:

Unit Six Test

Teachers and students who wish to find out how much learning has taken place in Unit Six may use the following test.

The student will be able to describe at least four different aspects of working conditions on at least five different jobs.

CI-TAB Unit Seven - Middle School Program

Interests, Aptitudes, Personalities

This is the seventh in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. Job satisfaction is important to the worker.

2. People are more likely to be successful in jobs which are interesting to them.

3. There are tests which indicate one's interests.

4. Special aptitudes improve the quality of the work one does.

5. People need to use all of their abilities if they are to be happy.

6. Handicaps can be changed to inconveniences or advantages.

7. New talents can be discovered while working.

8. Personality is how one affects other people.

9. Personality is also how one feels and acts toward other people.

10. Personality is important in the choice of a job.

The text of the Unit Seven discussion is presented on the following pages.

CI-TAB Middle School Program

Unit Seven: Interests, Aptitudes, Personality

What do you like to do best? It is possible that some job in the future may include doing some of the things you enjoy. Of course no job is perfect, but if you like most of the things you have to do, you probably will be happy and satisfied in your work.

While you are young, most of the work you do will probably be done in school. Think over what happened at school yesterday or today. What did you do? Can you make a list of things you did? Don't forget games, or sports, or music, or just a time when you were talking with your friends.

From your list choose two or three things you and your class enjoyed most. Are these the kinds of things you usually like to do best? Did you ever think that the school subjects or the games you enjoy most may be somewhat like the kind of work you may wish to do when you are older? Perhaps you were happiest when you were making something. Can you think of a job in which people build or make things with their hands? You may like helping someone else. Many people work all their lives in helping jobs. What are some of these jobs? Can you name jobs people do which satisfy their interest in science, or in some other school subjects?

It may be interesting to examine the tasks in several jobs to see whether they include things similar to those you enjoy most. How many jobs did you find which sound attractive?

It is important to begin even while you are young to look at a number of jobs and to experiment with a number of activities. Work as often as you can in as many different tasks as possible. Your happiness throughout your life will depend a great deal upon your satisfaction with your job. So you want to be sure to make a wise choice.

If you are in the seventh, eight, or ninth grades, there are interest tests you can take. These tests will show whether you like the things that people in certain jobs are interested in. It doesn't mean that you can or should do that work. It just gives you a clue to what you might like. Ask your teacher or your school counselor if arrangements can be made for your class to take an interest test.

The next thing to consider in choosing a job is your special talent or ability. Everyone has one or more things that he or she can do better than other things. And usually there are people somewhere, sometime, who will be willing to pay you to do this kind of work.

You may have a disability of some sort with your vision. Some people are deaf, and some are crippled. These can be handicaps, but as soon as you learn to do

something in spite of a handicap, it isn't really a handicap any longer. It may be just an inconvenience. You know, perhaps, that there are hundreds of blind or deaf or crippled people who are making their own living, working at many different jobs, owning their homes, rearing families.

If you are smart enough to have learned to do one thing in spite of a handicap, you are smart enough to figure out a way to do many other things. You may be in for a pleasant surprise; you may discover that you have talents or abilities you never dreamed you had. People often uncover or develop new talents as they make use of the ones they know about. You need to use every ability you have in order to be happy.

One of the more important things in making a choice of an occupation is your personality. Your personality is the way you look or appear to other people. Your personality is also how you feel and act toward other people. If you think people don't like you, it may be that you really dislike or distrust other people. You can't change other people but you can begin to think, "I am a pretty nice person, and you are a pretty nice person." Learn to stand up straight, hold up your head, and like yourself.

If you are blind or visually handicapped, ask your teacher how you can learn to be well-groomed and appropriately dressed. This is extremely important in getting along in the world. Be courteous and thoughtful

of other people, but don't try too hard to make them like you. As you work and study and begin to like yourself, you will find that your personality gradually becomes better and better. Your class may want to talk about liking oneself.

There are some things you should not want to change about your personality. There are things that make you special and different from any other person in the world. These are the things that make it possible for you to do things that no one else can do just the way you can. Think about this when you are studying about jobs.

Is your class working on a booklet of job descriptions? Why not ask each person to prepare two or three descriptions. A good pattern to follow is to answer about eight questions about each job: (1) What do people do in this job? (2) Where is this work done? (3) What are the good and bad things about this job? (4) What abilities or talents will I need in order to do this job? (5) How much does this job pay? (6) How much training or education will I need? (7) Where can I get this training? (8) What will I need to do to overcome any handicap I may have?

You may want to discuss this in your class and decide on a pattern so that everyone's description will follow the same form. This should be a very nice booklet when you finish.

Unit Seven Learning Activities

Learning activities are listed below for Unit Seven. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Each student may make a list of ten things he or she likes to do best, putting the favorite one first and so on. This may be an English exercise. Additional ideas:

2. Students may examine the job requirements the class has been studying to see if any of the tasks are somewhat like the things they enjoy doing. Either social studies or English are possible areas for this activity. Additional ideas:

3. Students may consider all the jobs studied and choose the tasks in each one which they think they would like. This activity may be used to develop English skills. Additional ideas:

4. Students may take an interest test. Social studies may be the logical setting. Additional ideas:

5. Students may list, in order, their favorite school subjects, indicating choice activities or tasks in each one. This activity may be appropriate for any subject area. Additional ideas:

6. Each student may write a paragraph or two explaining how he or she overcame some handicap in order to do something he or she wanted very much to do. This may be an English assignment. Additional ideas:

7. Students may ask a cosmetic company to provide free instruction to visually handicapped persons in applying make-up, in shaving, in skin care, or in other grooming skills. This may be done in health or physical education class. Additional ideas:

8. Students may prepare the first draft of their booklet of job descriptions. This may be an English or social studies project. Additional ideas:

Unit Seven Tests

Teachers and students who wish to find out how much learning has taken place in Unit Seven may use the following tests.

1. The student will relate preferred activities to required tasks of at least three jobs.

2. The student will tell why a certain job seems attractive.

3. The student will take an interest test and express feelings about the results.

4. The student will participate in grooming training.

5. The student will contribute at least one job analysis to the job information booklet.

CI-TAB Unit Eight - Middle School Program

How Schools Help Prepare for Jobs

This is the eighth in a series of discussions from the CI-TAB Middle School Program which deals with career information and training activities. Among the concepts to be developed are the following.

1. Many job skills can be learned at home.

2. Most parents are too busy to give enough training, even in the jobs they know about.

3. Most people need to know math on their jobs.

4. Most people need to use good speech on their jobs.

5. Most people need to do some writing or record keeping on their jobs.

6. Knowing about history and government helps all people to be better workers.

7. The more one knows the better one's ability to get along well with

all kinds of people.

8. Different kinds of schools help prepare for different jobs.

The text of the Unit Eight discussion is presented on the following pages.

Unit Eight: How Schools Help Prepare for Jobs

People sometimes feel that the only way one can prepare for a job is to go to college. The fact is that most jobs do not require four years of college.

You do not have to wait any longer to begin getting ready for the world of work. Many job skills can be learned even before one gets to high school.

As you have studied jobs, did you notice that a few tasks are like some work that is done in the home? Many years ago almost all jobs were learned at home, or on the farm, or in the family's business. Today only a few jobs are learned this way. What kind of work do your parents do? Have you learned how to do their jobs?

Most parents do not have time or opportunity to teach their children abou the jobs they do themselves. They hope that their children will learn skills in school which will help them make a living some day. Did you ever think that you can learn job skills in school?

Think about the jobs you have studied. Did you notice that people on

these jobs often need to count things, or to figure costs of things or sizes? Ask your parents if they do some of this in their work. Ask your math teacher if you may make up some math problems which people might use in some of the jobs you have learned about.

Look again at these jobs. Do the people need to talk and discuss things? What about being able to understand directions? Do students learn some of these skills in English or Language Arts classes? You may want to practice using good, clear speech as much as possible so as to prepare yourself for a good job some day.

You probably noticed that people in many jobs need to keep records or accounts. Talk about this in your class. Which of your school subjects can help you learn to do these? Every time you have an assignment in one of your classes, think: "How can I use this lesson to prepare myself in some way for the job I hope to have in the future?" You are probably beginning to get the idea that everything you can possibly learn may be useful to you some day. That is certainly true, because one never knows what will come up. You may be surprised, and proud of yourself, too, when you are able to do a great many different things.

Why not ask your teacher if your class can spend at least one period discussing the courses which are taught in your school and deciding how many job tasks can be learned in each one? You might include these suggestions in the job descriptions for your booklet.

The person who knows a great deal and is well-prepared can usually get a pretty good job, but did you ever hear this saying? "A person is hired for what he or she knows, but fired because he or she can't get along with other people." What do you think that means?

Suppose you are very good at some job, but you don't want to follow the instructions the boss gives you. Or suppose you are rude to the people around you, or you are always ready to argue about something. Suppose you get your feelings hurt easily, and sulk. Suppose you are lazy and often leave part of your work for someone else to do. Do you think the boss may feel that the company will be better off without you, even though you may know the job very well indeed?

How can you learn in school to get along and work smoothly with other people? Discuss this in your class. You may decide that the more you understand about your world, the more you understand people. How can studying history and literature and government help you to understand people?

When you talked with people about their jobs, did you find out whether they had some special training in high school or after high school? There are technical high schools or vocational high schools where young people learn actually to do many different kinds of jobs.

After high school there are technical schools, trade schools, and business schools which train young people. Did some of your friends get their training in this kind of school?

Many jobs are taught in community colleges and in junior colleges. Are there any of these special schools or these colleges in your town or city?

When you write your job descriptions you may want to include the names of schools where people can be trained in these jobs. When your booklet is finished, your principal or superintendent may want to have several copies printed and placed in your school library. This can be a special gift from your class to the school. Be sure that all of your names are included and the names of your principal and of your superintendent and of the teachers who helped you. Your English teacher, or your journalism teacher, or your typing teacher can give you some pointers on the correct forms to use.

May you be a happy and useful person in your school, in your home, and in your community all your life.

Unit Eight Learning Activities

Learning activities are listed below for Unit Eight. These may be integrated with various curriculum areas. Students and teachers may have additional ideas for interesting activities.

1. Students may review tasks needed in several jobs and discuss which of these can be learned at home. This may be done in classes in home economics, or social studies, or English. Additional ideas:

2. Students may discuss jobs their parents do and tell how much they have been able to learn about how to do these jobs. This may be appropriate for English or social studies classes. Additional ideas:

3. Students may review the various job descriptions and task requirements to determine how many involve the use of math. English or math classes may be logical places for this activity. Additional ideas:

4. Students may review the various job descriptions and determine how many indicate the need for communicating easily with other people. This may be done in English class. Additional ideas:

5. Students may note how many jobs require the keeping of records. This may be an English or social studies or bookkeeping assignment. Additional ideas:

6. Students may discuss how they can use their school subjects to learn math, communication, and record keeping. Math, English, or social studies may be involved. Additional ideas:

7. Students may discuss school subjects such as woodworking, mechanics, metal working, home economics, music, arts and crafts, history, literature, and government to determine what job skills can be acquired in those courses. This may be done within the framework of any or all of the courses mentioned. Additional ideas:

8. Students may discuss the statement, "A person is hired because of what he or she knows and fired because he or she can't get along with other people." English class may be a good place for this discussion. Additional ideas:

9. Students may discuss how students learn at school to get along with other people. This may be done in English class. Additional ideas.

10. Students may complete the job description booklet. Social studies, English, and arts and crafts may be involved in this activity. Additional ideas:

Unit Eight Tests

Teachers and students who wish to find out how much learning has taken place in Unit Eight may use the following tests.

1. The student will be able to name at least three jobs and identify at least three tasks which may be partially learned at home.

2. The student will be able to identify two tasks in the job a parent does, either in the home, or outside the home.

3. The student will be able to tell how math is i in performing at least three different jobs.

4. The student will be able to tell how communicating with other people is necessary in at least three jobs.

5. Students will be able to name at least two jobs in which some kind of records must be kept.

6. Students will be able to identify at least one important job skill they have learned in each of the subjects: Math; English; Social Studies.

7. Students will be able to identify at least three job skills they have

learned in other school subjects.

8. Students will be able to list at least three school situations in which they can learn to get along with other people.

9. Students will cooperatively complete the booklet of job descriptions.

The Job Descriptions

The job descriptions on the following pages are first person accounts given by people who were actually doing the particular work or who had done it recently. They can be used along with the introductory discussions at the beginning of the eight different units. They can also be studied individually by anyone who is interested in a certain job.

CI-TAB Middle School Program

Automatic Transmissions: Diego Bonilla

One of the jobs which some totally blind persons can learn to do is that of a transmission specialist. We asked Diego Bonilla to tell us about his work and training. This is part of what he said.

I went to Western Technical College for nine months, and I studied almost every transmission that there is; not all of them, maybe, but one from each factory such as Ford, Pontiac, Cadillac, Chevy, and other models. When I was going through training they would put me in front of a bench and give me a unit, a transmission, and they would have me tear it down, piece by piece, and bolt by bolt. They would have us study it for maybe two or three days, and then they'd come around and ask how it should go back together. The first unit that I tore down was a 54 power glide cast iron which, at first, seemed kind of difficult. But I saw how every part would come out and that they would have to go in the same way. The instructor came around once just to see how I was doing and asked me if I had done it by myself, had put it together. And I told him, "Yes, it was like that." Then they asked the other students if I had done it by myself. (I was the only totally blind there at the school.) And everybody said, "Yes" in the class.

Then they gave us tests at the end of each week to see how much we

had learned about the unit. They would take parts out of another transmission and put 'em together with the transmission we had torn down and they would put 'em in front of the class, or either they would take 'em up to my bench and ask me, "What is this or what is it for, what year and what transmission does it go to?" That was the kind of test they would give me. I had written tests, too, which I would read and answer true or false, or sometimes they would have a question on what sort of a band or how many bands a power glide should have? (A cast iron has two bands and the aluminum has one band. They're both very different from each other except in functioning. Their parts are different, but they do the same sort of work.) And then I graduated from school in '69, November the 24th. I graduated, received my diploma, and I came back to El Paso. I could have stayed in Denver and had a job two days after I graduated with Aamco Transmissions in Denver, starting with $175.00 a week. But I decided to come down to El Paso ' cause it would be more challenging 'cause here in the state of Texas, I was the first totally blind person to learn automatic transmissions. I thought it would be a challenging thing for me to do to come to El Paso and look for a job.

Diego told in detail the parts that go into an automatic transmission every piston, every seal, every spring, every gear, ring, shaft, and band, all in the order that they go together. He told how he finally got the courage to remove a transmission from a car himself using a big jack to lift it out. He then repaired it and put it back into the car.

Diego does much of this type of work at home in his own yard. When he finishes a job, he gets his brother to road test it for him. Or, he may let the owner drive the car for a few blocks to see if it is all right. If more adjustments are needed, Diego makes them.

As you can see, this job takes a great deal of concentration and much courage and determination. But Diego has the right to feel proud of his skill and to be glad that he can earn a living and take care of himself.

CI-TAB Middle School Program

Brooms and Mops: Diego Bonilla

People who have lost their vision sometimes learn to make such things as brooms and mops which are sold in stores. Diego Bonilla told us how brooms and mops are made.

This is Diego Bonilla Junior, I lost my sight in '67 and I went to train in Kerrville, Texas. I stayed there for three months. We had mobility training, typing, braille, craft, home woodwork, grooming, and cooking. We went on hikes and things like that at the center. And then I came back to El Paso and started working here at the Lighthouse For The Blind in '68, the 15th of July. I started here doing a little bit of everything that is done here by the handicapped. The first thing that I started was making spring levers. It's just a mop, just the mop handle and the lever that you put a mop head through. They're made separately. They're made piece by piece. Then I started with sales, making sales containers here at the Lighthouse. Those are just assemblies for cardboard packaging jars and things that are breakable for stores and other businesses. Then from there I went on to brooms. I started with brooms, sorting corn, and then making the whole broom. The first broom I started to make was a wire broom for which you take one sort of corn that is the core or it's kind of rough corn that you use first. You use wire to

wind it with. Then you take another sort of corn which is a fine corn and you put over the rough corn to finish off the broom. You take a knife and cut the edge of a shoulder of the broom. You take the broom out of the machine, the winder, and you put it through a sewing machine that sews the broom up with a string, and from there you take it and trim it down to the size of the broom. But then we stopped making the wire broom and we started on the new broom, which came out in '68, a plastic broom that has a plastic comb. You insert the handle into the comb and you staple the comb onto the handle so it won't fall out. From there you take it and you put it on the machine, on the press, and you dip it into the glue. You dip the corn into the glue and then stick it on the comb and spread it out and press a button on the machine which presses the broom together. Then you have a spread out broom. From there they take it and trim it, put a label on it, and it's ready to be shipped or put on display. And we also do mops. I did a little bit of mop winding, which when I started wasn't much of a mop, but as I progressed and got to know the machine I learned how to wind the mop, the cotton or rayon which we used to make mops. You just put the handle in the winder, which has a little motor, and you insert the handle into the winder. Before that, they drill a hole on the handle about an inch or three-quarters from the end of the handle, and you put a wire through there so you can have a good tension. So whenever you're going to wind the mop you will spread out the rayon or cotton around the handle and then you wind it. You wind it three times and then you move your cotton toward the front of the end of the handle, so you can wind it up again and make it like a doughnut around the handle, so it'll have a better look and have a better, a sturdier handle and cotton

times around, the second time you wind it, you take a nail and nail it into the handle. Then you loosen the tension on the wire and wind it around the nail and cut the wire off, and hammer down the wire with the nail, hammer it down, so it won't cut your hands or fingers when you're using the mop. So that's about all I did here at the Lighthouse at that time. I worked here for six months and I worked up to February of '69 and then I was sent to Denver, Colorado, to go to a training school down there for automatic transmissions.

CI-TAB Middle School Program

Computer Programmer: James Basler

There are many opportunities for computer programmers, and some blind persons have learned to do the job. We asked a partially sighted young man to tell us about his job. This is what he told us.

Hello. My name is Jim Basler. I'm the Computer Programming Supervisor at the Physical Science Laboratory of New Mexico State University. I've been working with computers for fifteen years now and I'm still fascinated and amazed at what we can do with them. Computers touch almost every corner of our lives. They produce our payroll checks. Most of the bills we receive each month are printed by computer. The commercials we hear on radio and T.V. are in many cases scheduled by a computer and, indeed, our favorite disc jockey may be a computer. Most FM stations are run by a computer which selects cassette tapes of commercials and music and plays them over the air. The freight shipments to the stores where we buy our food and clothing and everything else are in almost all cases scheduled by a computer. When we go to a doctor to have lab tests made, our blood samples may be analyzed by a computer. If we end up in a hospital in intensive care, there may be a computer monitoring our life processes to warn the nurse or doctor when something goes wrong. And, of course, computers are used to run oil refineries, guide missiles and airplanes, and to put satellites in orbit around distant planets. So,

then, what does a computer programmer do? Well, as amazing as the things are that a computer does, it is still just an adding machine. To do its job the computer must be given step-by-step instructions. The sequence of instructions that a computer must perform in order to do its job is called a computer program. The computer programmer writes out these instructions which tells the computer what to do. That's still kind of a vague explanation of what a computer programmer does. To be more specific, we'll have to try and figure out just what a computer is and how it works. The way it works is not much different than the way a pocket calculator works. The computer can add, subtract, multiply and divide. It's different in that it has a large memory in which its instructions and the numbers on which it's to perform calculations are stored. It starts with the first instruction and then goes to the instruction in the next location, and so on. It can, however, compare two numbers and alter the sequence in which it performs its instructions on the basis of the comparison. You can, for example, tell it to compare two numbers, and if the first one is smaller, continue in sequence, otherwise, to skip to the instructional location under it. You can visualize a computer program as a tree, with the main sequence of instructions being the trunk, and there being lots of alternative paths which are the limbs. You receive a bill for a thousand dollars that should have been for ten. It's not because the computer goofed, but because the programmer forgot to check on some special case, that is, left out a limb on a tree, or he may have multiplied where he should have added. Another difference between a computer and a pocket calculator is that a computer can read its numbers from punched cards or from magnetic tape, magnetic disc, or a variety of other types of devices. And it can

print out its answers on a printer, or on a magnetic tape, or a lot of other types of devices. Also, where it may take a second to perform a calculation with a small calculator, an average size computer can perform half a million calculations in a second. So what makes a computer valuable is its great accuracy and its very high speed. There's nothing that it can do that you couldn't do with a pencil and paper. It's just that it can get it done in time, whereas you may not live long enough to finish the problem. Okay. So we've said a computer is just an arithmetic processing machine. How then does it print out your name and address on your bill and cryptic little messages like, "Pay your electric bill, or we'll turn off the lights?" Well, when a computer reads-in alphabetical characters or punctuation characters they're converted to numbers. An "a" may be a forty-one, a "b" a forty-two, and so forth. The numbers that are chosen to represent the letters are such that, if you put the numbers in increasing orders, the letters they stand for will be in alphabetical order. So you can alphabetize information and read-in letters, names, sentences, and then when you go to print out these numbers, they again are converted to the letters. So externally it looks like it can read words and print words, but internally it's still working strictly with numbers. The job, then, of the computer programmer is to take things that don't really look like arithmetic processes and to convert it into a process that does involve just calculations, one that the computer can perform. Let's take an example.

Suppose the FBI wants to search computer files for all brown-haired

Norwegians with blue eyes, over seven feet tall, with fourth grade education. Well, height and education you can see are numbers, but what do we do about things like hair color and eye color? Well, you have to set up a numeric code for each of these characteristics that you want to search for. We may say that a "one" stands for brown hair, a "two" for blonde hair, "three" for red hair, and so forth, and the same with eyes. This part isn't the hardest part. The hard part is in the very beginning when you have to set up the computer file. You have to think of every possible characteristic that anyone might want to search on, because if you don't put it in the file, or if you don't put it in a form that you can search on it, and form the numbers that the computer can work with, you won't be able to find the answer. So it's this trying to out-guess what people are going to want to do in the future, to make sure you have the information in the computer and in a form that you can use it, that makes things tough. The conversion of a problem that's not numeric into a numerical process that a computer can work with is called "analysis," and in some cases you have separate person who does the analysis, writes out the instructions on how the computer can do the job, and then the programmer just takes this and writes the computer code. In other cases, the programmer and analyst are one and the same person. They are, at the place where I work, and in most cases, but on big projects you need one or more analysts and lots of programmers, and the jobs are somewhat separated. Another problem is that a computer program is like an algebraic equation. It's a general solution, and generalizing your program to take care of all the things that people might want it to do in the future is not easy. That's where you may, again, run into the problem where a case comes up, special conditions

that you didn't think about in your program when you wrote it, and as a result, either the program can't handle it, or it gives a wrong answer, because you didn't check on everything that you were supposed to. About a third of your time is spent in designing and writing the program; the other two thirds is usually spent in trying to de-bug the program. A bug is an error in a program where it doesn't do what you originally intended it to do; you made an logical error or clerical error. Finding all the errors in your program can be a very difficult problem, especially on very complicated programs. I had one that I wrote that does schedule commercial time for radio stations and do accounting reports and bills at the end of the month. Anyway, this program has been in use every day for about five years, and just recently a condition arose that it didn't handle right. In all the five years, using it every day, this particular path had never come up, and when it did, I had a bug. So you can check things extremely carefully and still not catch everything that you've done wrong and in some cases, on some projects, you don't have the option of running the program and seeing if it gives the right answers. For example, if your program is going to operate a refinery, you can't possibly hook it up to the refinery and see if it works right or whether it ends up blowing up the factory. Likewise, if you're going to guide a satellite to go into orbit around Mars, you can't make several trial runs to see if your program is right. You've got to be sure everything is perfect before it's ever used. And take another example: suppose you're scheduling

shipping for a railroad or a trucking company and, because of a program bug, the shipments go to the wrong place, or a lot of the shipments get lost. Well, by the time you get your program working right the company could go bankrupt. So finding the errors and making sure that your program is absolutely perfect is an extremely difficult and time consuming process. When I first started working with computers, you had to write your programs in machine language, that is, at the add, subtract, multiply, divide, compare level. But then people got a little smarter and they started writing compilers. A compiler is a computer program, but its input is a program written in a language similar to algebra and English. The compiler program reads in the information, interprets what you want to do, and generates the machine language instructions that will do it. There've been a lot of different compilers written over the years, the two main ones that have taken hold are FORTRAN, for scientific programming, and COBOL, for business programming. These two languages were standardized so that the various computer manufacturers all have a compiler that will compile FORTRAN or COBOL languages. And, so, you can write your program in these source languages and then compile and run it on any of the various different types of machines. Recently, the last four or five years, IBM has come out with another language called "PL-1" which is a combination of the better parts of both FORTRAN and COBOL. This is what we use primarily at the physical science lab. However, it hasn't been standardized yet, so there's only a few companies that offer PL-1 as a language on their computer. I expect it will be standardized pretty soon, and also any language that isn't standardized, the government will not allow you to write any of their programs in the language unless it's on your own computer, or to do

some specific job within your own business for the government. However, even with the compilers, there are still some projects that you still have to do in machine language, guiding of a rocket, for example, to intercept another rocket. The timing is so critical that you have to look at how long it takes the computer to do each instruction that you use, and pick the instructions by the moment, the least amount of time, because with a rocket traveling several miles a second, you can't, even for a computer, take much time to decide whether it needs to be turned in a different direction or not. However, in most applications you can use the higher level of languages, and they do have things built into the language which aid in finding your errors and de-bugging your programs. The complexity of computers and computer programs has greatly increased over the years that I've been working with computers. When I first started, you'd load a program into the computer and when it was done you'd load the next one and so on, but not so these days. Now you load several programs into the computer at the same time and they all run at once. Also it used to be that you'd write your program so that it would read information by card reader or magnetic tape, but you knew exactly what kind of information you were going to read-in at any one time. Input data sequence was dictated by the program. Now we have on-line systems, that is, you use your terminal typewriter, which can be hooked to a regular telephone line. You call up the computer on the telephone and, in a sense, converse with it. The computer program that's monitoring the line and answering the questions has to be written something like a compiler. You have to allow the operator at the

typewriter to enter instructions and questions in a form something like English, and if they put in something wrong, you have to give them replies or give them instructions that are in English, make things easy to use. This program that's monitoring the telephone line may be monitoring actually up to a thousand lines, and doing simply a thousand different things for a thousand different people, simultaneously, so that each one sitting at his typrwriter has a feeling that he's the only one using the computer. This, of course, gets complicated. You don't know who's going to call in or if they're going to call in on any particular line, nor do you know what they're going to ask, or in any particular sequence. So in this case your program has to be extremely generalized. I'm working on such a program right now which will be a program for use by programmers. It will allow you to pull out from disc storage a copy or parts of any of your programs, the source program form, that is, the PL-1 or FORTRAN or COBOL statements. You can list any part of your program and then change it, if you want to, and since this program that I'm doing this with is one of my programs, I can call out the source listing of this program itself and use the program to change itself. Right now it seems to be working fine, except that it interferes sometimes with one of the other programs that may be running simultaneously. It may cause some other program to stop running and wait for a printer or reader to finish doing something, when that printer or reader really isn't busy doing anything. Just why my program is causing the other program to have this problem, I don't know right now, but it gives you an idea of the complexities you can run into when you have lots of different things going on at different times, and from one time to the next, it won't be the same

programs running, or the same programs may not be doing exactly the same things. At one time you may run into this problem, like I have, and another time everything may run just fine. OK. So I think now you have a pretty fair idea of how computers work and what programmers do and can see that there can be a wide spread as to the qualifications that a programmer needs, depending upon what kind of a project he's working on. In many business applications, a high school degree and some vocational training to learn how programs work, how to program in the different languages, and so forth, is sufficient. In most scientific applications, you need to have, oh, an advanced degree in math, physics, chemistry, or some such, or maybe a college degree in computer science. So, there is no one set of qualifications for a programmer. It depends upon the type of project you're going to work. But one thing should be apparent and that's that most of the qualifications that you need are educational, mental. Physical handicaps are, in most cases, secondary, or have no bearing whatsoever on how good a programmer you can be. I, for example, have a visual handicap. I am a graduate of the Minnesota State School for the Visually Handicapped. I have working for me one woman who is severely crippled by arthritis. I can see well enough to read and write, and in my particular job there isn't an awful lot of reading and writing that must be done. But there are totally blind people who are programmers, some that I graduated from high school with. I haven't seen them in years and haven't talked to 'em since they became

programmers. But, in some of the places where the types of projects are not quite so diverse as they are where I'm working, it should be possible to program even though you're totally blind. The use of tape recorders to record instructions and manuals and using key punches to punch your programs on punched cards makes it suitable for totally blind. A totally blind person certainly can read the, learn to read the holes that are punched in the punched card to determine whether they punched up their programs right. And using a key punch is no more difficult than using a typewriter. I've also heard that there are special print chains available for computer printers which cause the print-out to be raised and so that you can read what's been printed by touch. With a lot of terminals you can optionally plug in a printer. I don't know whether any has ever been developed, but it would certainly be feasible to develop a printer that would print in braille rather than standard print. Then you could sit at your typewriter, type in your instructions or your computer program to the computer and the information back from the computer would be printed on the braille typewriter. In any case, the qualifications for a computer programmer are certainly those that the blind, the deaf, the crippled, anyone with a physical handicap, could satisfy, provided they have the right mental qualifications. Among these you should be good in math, specifically algebra. If you enjoy and understand algebra, then you'd probably make a good programmer. If you don't understand algebra, then your chances of succeeding at programming are about nil. You also have to be very meticulous and accurate, and you have to be able to communicate with other people, since if you're going to be in the analysis part of programming, each project requires

that you learn someone else's job in sufficient detail to convert it to a computer process. Most of the people won't be familiar at all with what computers can and can't do. A lot of them will have erroneous ideas about what they can and can't do, and they may not be very good at communicating to you what their job is. So you have to be able to dig, to understand quickly and thoroughly what other people do, and to then convert it to a mathematical computer process. Again, this is a mental and certainly not a physical requirement. The computer field is still one area where there is a good chance of finding a job, and it's also a field that is going under tremendous change these days. The technology of miniaturization and integrated circuitry, the things that made the small pocket calculators possible, is having a fantastic effect on the computer industry as a whole. Years ago, about fifteen years ago, a computer, just a normal size computer, would fill a very large size room. Nowadays you can get a computer that's a chip about a quarter inch cube that will do everything those old computers would do and which, instead of costing hundreds of thousands of dollars, costs only a couple of thousand dollars. Computer prices are, therefore, becoming within the price range of almost every business, and this should further increase the number of jobs available for programmers and computer analysts. There's a lot more that could be said about computers and computer programming, but I think I've covered enough information to give you a pretty good idea of just what you'd be getting into and to help you decide whether this is the type

of thing you'd like to do. It's a very challenging and interesting field. There are days when I'd just like to give that darned old machine one big, swift kick but, on the whole, I thoroughly do enjoy my job.

CI-TAB Middle School Program

Darkroom Worker: Virginia Downey

An interesting job is that of a darkroom worker in a hospital. We talked with Virginia Downey who told us some things about the work.

Often, when a person has a broken bone, an X-ray picture will help the doctor to set it back straight. Or, if the patient has a pain and the doctor isn't sure, an X-ray picture may help the doctor to know whether an operation is needed.

When the patient is X-rayed, the film has to be processed so that the picture will come out clear. This processing must be done in the dark, because any light on the film will spoil it.

The darkroom is usually a small room just off the X-ray room. In the hospital where Virginia worked, a house or box was built into the wall between the two rooms. A door on the X-ray side let the X-ray technicians put the containers, or cassettes, of exposed film in. Another door, on the darkroom side, let Virginia take them out. A small card had the date, the doctor's name, and the patient's name on it.

The first thing the darkroom worker does is to put the film, with the name card, on a little device called a "flasher". This photographs the

name on the corner of the film. For Virginia, a bit of wood was fastened next to the flasher to guide her so that she could get the name on straight, and the lower left corner of the film was clipped off so that she would know how to place the film.

She then put the film on a tray and some rollers carried it through the chemical bath, a washing bath, and a drying process. All of this took about ten minutes. The developed picture was carried outside the darkroom on to a sort of ramp where it could be picked up and taken to the doctor who needed it.

Inside the darkroom, Virginia would load the cassette with new film and place it outside on a table for the technicians to use for the next patient. There were a number of different sizes of film and the right size of film had to be put into the same size cassette.

In order to help Virginia become acquainted with the sizes, her mother cut manila tag board in those sizes and labeled them in braille. Soon Virginia could tell, just by handling a tag board, what size it was.

A bell rings when the film has gone through the chemical bath so that the processor will know when to put in the next film. Sometimes the noises from the X-ray room kept Virginia from hearing the bell, so a beeper was installed, and it would beep as long as the film was in the bath. When the beeping stopped, she would know that she could then start another film through.

Virginia had this to say about her job.

The only thing I didn't like was when the load got overly heavy and I couldn't handle it. But, I think it should be for a person that's real fast, a person that likes to be with people, a person that can stand the crying of the patients, the smells of some of the X-rays, just any person that can stand to be in a hospital. That's the type of job for them. When I heard about it first I thought, "No, I don't think I want it. I don't think I could stand all of that." Then I thought, "Oh, I'll take it; it's something to get started with." So that was why I took it, and I just hope I can find some more darkroom work.

All the students were very nice, all the technicians were very nice. Now if the load got overly heavy, they would come in and help me. They said when they were training no one had a chance to help them when the load got too heavy for them. So I guess I was pretty lucky.

I was very lucky that they had set up the darkroom just the way that I wanted it, because they made it very, very easy for me.

And I recommend it for someone who can get along with people and that enjoys people.

You must have a high school diploma.

CI-TAB Middle School Program

Electronics Technician: John Aldrich

It is interesting to learn about the work of people who come into the home or who work to make our lives comfortable and pleasant.

One of the workers who sometimes comes into the home is the person who repairs the television set. This person is an electronics technician. We asked Mr. John Aldrich to tell us about his work as an electronics technician, how he got this training, and what kinds of abilities are needed.

He told us that there are usually two kinds of technicians. One would be the person who is called the shop technician. This person would stay in the shop and should know how to repair any kind of instrument such as radios, television, phonographs, and so on. Another person is one who can go into a home and, perhaps, change a tube or a module or tell the customer what is wrong with the T.V. set and how much it may cost to repair it. Unqualified people may try to do this work and this sometimes gives the television repair person a bad reputation.

Mr. Aldrich said that there are not enough qualified technicians. He said that a good technician has to be qualified not only to repair, but also to build and that requires an enormous amount of knowledge,

all the things one learns in grade school, junior high, and high school.

One interesting thing he said was that when he started on his training at Los Angeles Trade Tech College, the teacher began with things like two plus two equal four, and he felt that was pretty ridiculous. But as they went deeper he saw that the very basic math facts were needed. They went rather fast on up to calculus and high engineering terms and used all of this knowledge from the lower grades.

He said that one has to have the ability to concentrate on the subject and the determination to learn. Of the sixty-five who began the course, only nine finished two and a half years later.

We think you will be interested in what Mr. Aldrich has to say to you in his own words:

In all my years of experience, working experience, that is, I never realized how important education is, until I had a family and I was holding a very poor job, working here and there with very low salaries which, by the way, were not even enough to give me a good decent way of living. One day I got sick and tired of that, and I made up my mind that I was going to better myself in my job. I realized that the only way was getting a better education. I decided to be an auto mechanic and attended evening classes for three or four semesters. And after that the knowledge that I got at this school provided me with that I

consider at that time a better job and, of course, a better salary. But after three or four years working as a auto mechanic, to tell you the truth, I got tired of being always full of oil and grease, and I started to look up for something new and better. One day I stopped at a college and I saw a picture of a group of electronics technicians, all dressed in white, with neckties and very well dressed. I turn around and saw myself all full of grease and oil and dirty and, of course, here I was, my ambition again, working, working, always working. I went inside of the school, and I spoke to a counselor about the electronics field. The man told me that if I was qualified and, of course, if I pass all the tests and examinations, I could try it. So I did. Couple of weeks later I made it, and here I was, back in school. And of course at this time I was already married,with kids, tremendous amount of obligations and, of course, these all good old bills that had to be paid. But I worked hard to maintain my grades high, and luckily with my grades I got two scholarships after the first semester. And I was fortunate enough to become a technician. As soon as I graduated I went to work with the big companies, of course, and I was making in those days probably twenty times more money that when I first started to work as a janitor, washing cars, sweeping floors, and so on and so forth. If anybody wants good advice from an old pro that had many ups and downs, and especially if there is a young kid that thinks that everything life is nice and sweet, forget it! You better stay in a school and read your books and learn everything that you can. That is the best advice.

CI-TAB Middle School Program

Homemaker: Suzanne Brown

One of your unit introductions discussed work that is done in the home and how it is organized. We asked a homemaker who is partly blind to tell us about managing a home.

My name is Suzanne Brown. I live in El Paso with my family, my husband Joe, my two children, Andrew, who is eight and a half, and Peter, who is five and a half. We live together as a family and we work together as a family. My children are learning to be responsible for certain tasks, certain activities around the home, some of which they've been successful in doing, and others which they are learning to do, some of which they don't want to do. They are responsible for several personal hygiene tasks that are expected of them every morning. They are to brush their hair, brush their teeth, wash their faces, dress themselves. And the older boy, Andrew, is responsible for making his bed. The younger boy has not been asked to do that yet. He's a different personality from the older child and he is not really ready to accept that kind of responsibility yet, but one of these days he will. I am the chief cook and bottle washer in my home, mainly because I am a better cook than my husband is and I enjoy it more than he does. And I do ninety-nine percent of the cooking in my home. However, I do get help from my

husband and from my children in setting the table, and clearing the table, and sometimes in actually doing the dishes. This has occurred recently because I have gone back to school this fall and I am taking one night course, which begins fairly early and which requires our having dinner at an earlier hour than we usually do. So sometimes I have to go to school before I finish cleaning up in the kitchen and I expect my boys, young and old, to help me in the kitchen during that time. I am also teaching my children to cook. My eight year old child is very interested in cooking, and he has often initiated little cooking projects of his own in the kitchen and has done his own cooking. I have supervised, but he has done the work himself. My younger boy is mildly interested. I think he is more interested in licking the pan than he is putting the receipe together, but he, as I said, is only five and a half. We have other chores to do in the home. I do most of the actual cleaning, running the vacuum cleaner, washing the windows, that sort of thing, but I do expect each member of the family to take care of his own personal belongings, his own jacket for instance, his own school books, his own shoes, his own bicycle, his own bat. Whatever belongs to that person, I feel, should be taken care of by that person. But the actual cleaning of the house is my responsibility.

The outside work is shared by all of us. My husband does the mowing of the grass, because my boys are too young, and I'm not able to do it, so he does that. But we all share in the raking and the clipping and the hauling away of grass and tree limbs and leaves and whatever that need to be disposed of. The responsibility of the car is strictly my husband's. He is the only one that drives it and we

have only one car, and the maintenance of the automobile, whether he does it himself or whether he has it done, is my husband's responsibility. That is strictly his. At special times, for special occasions, we sometimes have special duties, which we are responsible for. For instance, at Christmas time, there is always lots to do in the home, lots of decorations to put up, lots of cookies to bake, lots of presents to buy and wrap. My husband and I try to give the children responsibility of deciding on what gifts to buy, for their friends, for their siblings, for their grandmother, members of their family. We don't encourage too much just saying, "Well, now, let's give grandmother this." We ask our children, "What would you like to give grandmother for Christmas?" Sometimes grandmother gets some very peculiar presents but they are things that the children have decided upon themselves, and also have wrapped themselves, and that seems to be a great deal of fun. The wrapping seems to be as much fun as the deciding what to buy and then going out and buying it. The children are also very happy to be given the responsibility of trimming our Christmas tree. Daddy goes out and buys it, puts it up in the house, and the children decorate it, and then usually it's mother's responsibility to undecorate it and clean up afterwards. But that's the way we deal out the responsibilities during Christmas season. At other times when my husband and I are having a party, for instance, there are special things which we ask our boys to do and, although they are not specifically invited to the party, they feel like they have had a hand in it. I will ask them to help me sometimes with setting the table in a very special way. And

also that's a very good way of teaching a child how to set a table. If you're using your best silver, and your good glasses and the linen napkins instead of the paper napkins, it makes it a little bit more exciting to learn how to set a table, and to learn that the forks go on the left, and knife and the spoons go on the right, and that the napkin goes on the left and so forth and so on. It makes it a little bit more interesting to learn things of that nature. They also help in, for instance, if we're having something that needs to be passed before dinner, before we sit down to the table, the children enjoy doing that very much. It gives them a chance to be seen by the other guests, but to have something to do at the same time. Other special tasks that we do usually are seasonal things like, well, like raking leaves. We don't need to rake leaves in July, but we do in October. The whole family sort of pitches in on that, as I mentioned before. In the mornings when it's time for us to get up and get ready to go to school and to go to work, we have a little schedule which we try to follow, and sometimes it's a little difficult to do that, when somebody has misplaced his shoes or when somebody is in a grumpy mood in the morning and just doesn't want to get going and get himself dressed and get down to the breakfast table, then we sometimes run into problems there. We have pretty well solved that. I said "we," I guess I really should say "I," because I am the one that runs the ship in the morning. My husband gets up and leaves very early and so it is up to mamma to get the children off to school on time. But I have gotten to the point where if my children are not at the breakfast table dressed completely and ready to go to school except for having brushed his teeth and combed his hair, if he is not at the breakfast table at a certain time which will give him enough time to leisurely eat his breakfast, then he

must go without breakfast. He still must brush his teeth and comb his hair. But that saves mamma a lot of nervousness in the morning. If that little procedure is understood by the children, then there seems to be a lot less problem in the morning about getting off to school. One of my boys, the younger one, is a little bit lazy and procrastinates in the morning and sits on the side of his bed and daydreams a bit, but most of the time a gentle reminder that it is 7:30 and that he has ten minutes to get down to the breakfast table, or there will be no breakfast. Usually that will get him going and get him down to the breakfast table in time to eat his breakfast. So a little bit of scheduling like that and a few ground rules laid ahead of time beforehand seems to help the whole process of meeting a time schedule, and I am talking specifically of getting to school on time. Sometimes our children find something to do and do it, as a chore which is one thing they would not generally do; it wouldn't be considered playing. They do a chore without being asked to do it, or without my having to say "Andrew, will you please do this for me?" or "Peter, will you please do this for me?" This doesn't happen every day but when it does happen, when my children spontaneously agree to help us do something, we usually reward them in some way, not necessarily in a monetary way. Sometimes it is that, but at other times it is perhaps buying them a little toy that they wanted, or taking them to Baskin-Robbins, or letting them stay up a little bit later than they usually do, something along that line. This seems to encourage them to do more things spontaneously. We had a, my husband

and I, had a church group over to our house for dinner not too long ago, and I got behind in my time schedule, and my eight year old picked that up and realized that mamma was in a hurry, that mamma had a lot to do, and I asked him initially to help me do one thing, which he did, very cheerfully, and before the afternoon was over, he had done three other things which I had not asked him to do, but which was a great help for me. He had swept the patio, and cleaned off the cushions on the furniture which I had not mentioned to him. He had taken all of the records, which we had apparently strewn out all over the place, and some of them were out of their jackets, some of them were on the machine. He had taken all of these records and put them back in the proper jackets and had put them away, without any hint from me that this is something that I would like to have had done. He also helps me in the kitchen, doing things like, oh, stirring things, watching things on the stove, that sort of thing. And he was delighted to do it, he was very happy, he was very elated that he had helped me so much, and of course I was very much pleased, and I did reward him. And it was an unexpected reward; he wasn't working towards that at all. But his work that day was definitely above and beyond the call of duty and I thought he deserved a reward for it. My work in my home has expanded a little bit, from just recently, from just household duties into academic responsibilities. I have gone back to college this fall and I'm taking two courses at the University, and this means that my time has to be budgeted a little bit more carefully that I have to spend a little bit more time away from home, that I have to spend more time doing academic work which has absolutely nothing to do with my family and my children. It has only to do with me and my

academic responsibilities and, as I mentioned before, this has created a few other jobs in the home that need to be done by my family. And so far they are picking up these jobs pretty well. I don't have to hint a whole lot that the table needs setting now, or the table needs clearing now, or that other little things that I had heretofore had time to do myself I do not have time to do now and it must be done by someone else. I would say, all in all that our family is not a totally traditional family and that my role is as a housewife and mother, and my husband's role as the bread-winner. The traditional roles of mother and father are not that present in this house. We try to expand those roles as much as we can. One thing that we do is to teach our boys how to do domestic chores as well as how to build a bird house and ride a bicycle and that sort of thing. One responsibility that my husband has had as long as he has been my husband is to go grocery shopping with me. And that is something I think that most husbands do not do, mainly because most wives are able to drive a car, and I am not because I am visually handicapped. I am also not able to read labels and price tags in stores and that sort of thing, so I need someone to go with me and help me. So in some cases in our family, due to my visual handicap, the members of our family have a few special duties to do. My eight year old son, and also my five year old is learning, are both very helpful to me in stores when I am shopping. They tell me what colors I am looking at; they tell me the price of things. They will find small items for me that I would not be able

to find on my own, and they are very helpful to me. And these are duties that most children their ages are not responsible for doing.

CI-TAB Middle School Program

Letter Carrier: Dennis Walsh

One very important person who comes to the home is the letter carrier. You will be interested to hear how he does his job. These are his words.

Hi! My name is Dennis Walsh. I'm a letter carrier for the United States Postal Service. I'd like to tell you what a letter carrier does every day to bring your mail to you. First, I report to work at seven o'clock every morning, and then after clocking in at the time clock I go to my route where today's mail is waiting to be cased. You are probably wondering how the carrier gets all the mail he has to deliver in order so that he will know what mail goes where. Well, we use a letter case to sort the mail in delivery order. The letter case has many separations. It has a street name and number for each delivery on my route. This makes it easy to arrange today's mail into delivery sequence. Casing mail is an important job for each carrier; it takes many hours each day. The carriers are checked once a year to make sure that we case mail at the standard set by the postal service. There're different classes of mail. Mail is defined as first class, second class, third class, and fourth class. Generally, first class mail consists of letters and post cards. Second class consists of magazines and newspapers. Third class consists of circulars and bulk mailing pieces, and fourth class of packages. Customers pay premium rates for first class, which

is the best available service; therefore it is given first priority in handling and is the first mail to be cased or arranged in the sequence of delivery. When casing, I use my left hand to pick up the mail, and my right to place a letter in the proper separation in the case. The letter is placed over the label on the case which has the same address as on the letter. After casing all the first class mail I start casing all the second class mail, newspapers and magazines. Now I am ready to pull the mail from the case and load it into the truck. I start from the lower left corner, pull the mail from the case by streets, placing a rubber band around each loop. A loop is the distance you will walk at one time, like down one side of the street, across and back to the truck. After you've pulled all the loops from the letter case, you route the magazines and newspapers by street address, much like alphabetizing. You keep the letter mail and the magazines separate and place them in the truck. Ok, everything's loaded. Now I drive to the first delivery on my route. I stop the truck, get my satchel, in which to carry my mail, and put in the magazines and newspapers with the street. I put the letters in my left hand. Now I walk down one side and back the other, back to my truck. I put all the mail for each house in their mail box and pick up any outgoing letters they might have. After looping the street, I deliver any packages and on I go, until all my mail is delivered, and back to the post office to turn in any mail or money I might have collected. After turning in this account of the mail I go to my route to case any bulk mail that might have come in for next day delivery. And so it goes, six days a week. Letter carriers get three days of on-the-job training with the senior employees showing them the duties that are required. After the three days training, you

are on your own. But fellow employees are always willing to help. As in all jobs there are advantages and disadvantages. Some disadvantages are weather conditions like rain, snow, and dust. Carriers deliver mail in any kind of weather all year round. Another disadvantage is dog bites. Each year a large number of carriers lose work time and suffer painful injuries as a result of dog bites. I would like to say that learning to organize and being responsible are two qualities that all carriers possess. Carriers must also display a willing attitude, putting forth a conscientious effort in the performance of their duties. The postal service depends on its people because service is all we sell.

CI-TAB Middle School Program

Library Illustrator: Valerie Cowley

One does not usually think of a blind or visually handicapped person as an artist, but Valerie Cowley is; so we asked her to tell us about her work as a library illustrator. Here is what she said.

I'm the assistant graphic artist at the main library in the city. I produce all publicity for the library activities. Originally I was hired to work with a project they called the Outreach Workers. They go around to low income housing groups and try to get children and adults involved with the library and their community, people that normally would never become involved. They have cancer programs and child abuse programs and, for the children, they have films and puppet shows. When I was working with them I made two-dimensional puppets out of cardboard and painted them and covered them with plastic so they were durable, and I made other posters for their various programs. When somebody wasn't available to work for the puppet shows, I performed in puppet shows. That was lots of fun, but that isn't really what I was supposed to be doing permanently.

Eventually I got moved to the graphic art department where the printing press is and all of the paints and drafting tables, and so on. Now I make flyers, printed material that they make in a couple of thousand

copies to send out to individual homes. I make an illustration and print the various information and then give it to the printer and he prints it. It's interesting, but unfortunately, it seems that maybe I don't see quite well enough for this type of work. I have no problems with the drawing or the illustration and little problem with the lettering involved for the information, but when it comes to the final clean up work, that is, taking out a smear or straightening out a bump in a line that I have drawn, I am afraid I just can't quite follow through with my work, and so the graphic artist has to clean up for me. That's frustrating, and I'm sure it is to her, but she is very nice about it and does it with no complaints. I think we have a very good working relationship.

I went to school in Richmond, Virginia, at Virginia Commonwealth University, and I was an art major, but not a commercial artist, which this job really is, I guess. I was a fine artist, a person that just makes paintings and drawings. I was fairly successful at that. I was in a lot of shows and, my senior year, the Virginia Museum of Fine Arts bought a painting of mine and it's now in their permanent collection. But I'm afraid that doesn't quite qualify me to be a commercial artist. A fine artist can get away with a lot of things, sloppiness and blurriness, because they're qualities that can almost be appealing to people. When I was in my second semester in high school, I became legally blind. It was a little late for me to change my whole future plans. I had already selected my college and decided what I was going to do with my life. And so I just continued on and

I graduated and moved to El Paso with my parents. That year, or for a year after I lived with my parents, I just painted paintings and did drawings on my own, working for a one man art show, which I did get after about a year and a quarter. I'm afraid my paintings are pretty contemporary. That's modern, I guess, and they weren't well accepted here. From there I got pretty depressed, and I didn't do many paintings after that, and I wanted to get out of the house 'cause I was probably bored, and I was depressed, and I was grouchy. So I went and talked to the Commission for the Blind and, eventually, after about four or five months, they got me this job here at the library. I'm sure glad Mr. Cruz, the gentleman who got me this job, did, because I am sure I would have gone crazy. It's my first job, and I had cold feet about being employed, and I guess I did need some help.

In about three days I'll be starting a new job, because I will be paid better money and it's the same sort of job. I'll be an illustrator for the Civil Service with about three hundred dollars more a month. So it definitely is to your advantage to check around for various other opportunities. I applied for the Civil Service job a whole year ago and so they really take their time, but I'll give it a go. As I say, I don't know really if I'm going to be an illustrator for very long. But it's certainly worth a try, and in the meantime I can save a lot of money and possibly think of something better to do.

Well, obviously, to be an illustrator one has to be artistically inclined.

You need to be well read, I think, especially to be a commercial artist, because you invariably end up changing the wording of somebody's request for a flyer, or a poster, or whatever. You have to be flexible in your personality, because you meet a lot of people and they all want their work done at the same time. Being polite and cordial always helps. The only way I can see that a person can make more money as an illustrator, any kind of illustrator, is to get the most done that you can, the best you can, and just please your customers, I guess. Finally, I think if you are interested in this sort of occupation, it would sure be worth your while to look into it, if you like to draw, or paint, or something like that. Not only for my particular job, (I think you'd really enjoy it, if you had that type of skill) but also being a librarian. I think that everybody here in the library enjoys her work a whole lot, and seems to find it pretty fulfilling.

CI-TAB Middle School Program

Medical Transcriber: Jesse Camacho

A very important job which totally blind persons can sometimes learn to do is that of a medical transcriber in a hospital or medical center. Let Jesse Camacho tell you about his job.

My name is Jesse Camacho and I'm working here at Sun Towers Medical Records as a Medical Transcriptionist or Medical Secretary. The main thing I do here usually is type charts for the doctors. They have six procedures: First is the history and physical, when a patient gets admitted. They tell about the patient's history, if he's had this disease before, you know, and then the physical. They check the patient and tell what kind of findings they have on him. And then they have other procedures, like operative reports. That's when they take out the tonsils or something like that, you know, and they make a report on that. That's an operation. And when they discharge someone, that's when they let the patient out. A consultation is when a doctor goes and calls another doctor and says, "Well this is wrong with the patient, and I don't know what it is, and I'd like for you to come see him," you know, and another doctor tells his findings. Then there's the progress notes. In that they tell how the patient is doing, day to day, you know, whether he has a temperature today, and so on, and so forth. That's about all I do.

You know the way they do this is, they have a telephone on each floor of the hospital, and the doctor can just pick it up and dictate and we get it on tape in the machine in the office here, and each person that does this work is connected to a machine that the doctor is dictating on. I've been doing this for about five years. The way I got the training was, I went to Houston back in '71 where they have a forty-one week period. It's kind of like going to school, you know. We take this training along with typing skills and learning how to spell words, which I think was my main problem, because spelling wasn't one of my best subjects in school. But anyway we had a lot of fun doing that. The teacher gave us ways of remembering different words, different terms, because like everything else, medical transcribing has its own lingo or language, as in baseball or in football, or anything. It has its own language.

When I was in school, I think I took Typing back in the fourth grade, and I never knew it was going to help me at all in this. I didn't like typing too much. The teacher was always telling us how, you know, typing was so important and everything. Well, I thought I knew everything when I was about fifteen or sixteen, you know, and I didn't believe the teachers. I was kind of reluctant about it, 'cause I wanted to get into music. But typing has really helped me out along with my spelling, like I said. Also English, and structuring sentences, because when a doctor dictates, sometimes he's just gotten through an operation, or else he's feeling happy, and maybe he'll go in there and dictate and start singing, and sometimes his sentences won't make sense. Now they have to be straight for the record, so we have to do a little bit of putting sentences

together on our own, if a sentence doesn't make sense.

Well, I think the type of personality it takes, you really have to have a sense of humor on this job. But I guess any type of person could work at this, as I've been told, you can make anything work for you if you're happy at your job. But the one thing you have to have is patience, because as I said, some doctors don't dictate sentences, and some doctors don't pronounce the words right, you know, and you have to always have Mr. Webster with you, that's the dictionary there. Oh, that dictionary has helped me a lot, and some of the people that work here have also looked up words for me, you know, because in braille it's usually kind of hard to get books that are up-to-date. You have to have a little time before you get'em. One kind of humorous thing that happened to me, at first, when I first started, I wasn't familiar with all the terms the doctors sometimes used. One time a doctor had just operated and he was describing the operation, and he said that the incision was made with a Bard Parker knife. I thought he said "borrowed pocket knife". So, of course, when that showed up in the transcription I had made, everyone had a good laugh. That's one of the cases when a good sense of humor came in handy. And it also shows how you need a good dictionary of medical terms.

CI-TAB Middle School Program

Police Officer: Norman Cooley

Your safety and welfare depend upon the people who keep order in the community. The work of the police is so important, you will be interested in what one officer has to say.

This is Officer Cooley with the Police Department with a short explanation of why I chose the profession of a police officer. I decided to become a police officer because I like working with people, and in this job we work every day with people, all types of people: good people, in-between people, and bad people.

The job that I am now doing is with the school safety education program. My particular job consists of going out to the different elementary schools and intermediate schools and teaching the patrol boys and girls the job that they have out on the street, assisting their classmates across the street. I furnish them with stop signs and with orange safety belts that they wear, and badges. Also, along with this program, the patrols are taken downtown once a week and treated to a dinner, and to a Lions Club meeting. We also have a program which teaches the first, second, and third graders the proper manner in which to cross the street, the best way to walk to and from school, and meeting with strangers, or what we call "red light people." Along with this we show them a film which describes the subject matter that we are talking about. Also we

teach the older children, the fourth, fifth, and sicth graders, the proper way to ride their bicycles and the laws pertaining to bicyclists.

This basically covers the particular job that I do with the police department. I have a car that's assigned to me that I use all the time, and I carry much equipment around with me, patrol badges, belts, handout material on traffic safety and such things as this.

The regular police officer out on the street has many,many more things that he must do. He must work traffic; he must write traffic tickets; he mus arrest people for violations of different state, city, and federal laws. He must appear in court once a week normally. He must appear in civil courts, federal courts, and district courts, this all pertaining to the person or persons that he may have arrested here and there along the way.

We have different narcotics officers; we have detectives; we have auto theft officers; and burglar officers. We have accident investigation officers and motorcycle officers. We have officers that work a beat downtown. We have the regular patrol officer in the police car with the markings on it. And we have our own investigation squad that investigates the police officer's wrong doings, such as our internal affairs squad that investigates the police officer if there has been some type of accusation made against him.

The training that is involved with becoming a policeman is that we have a thirteen

week school which we go through. During this thirteen weeks we are taught all different types of laws: federal law, state law, city law. We are taught civil law. We are also taught how to defend ourselves; we are taught how to handle a pistol. We are also taught some Spanish and how to type, this all along with the training in the academy. As I indicated, this does take thirteen weeks. To qualify for this job a person goes down to the city personnel office and fills out a request to join the police department. Then a list is created and, if the person is eligible, the personnel office calls the person into the office to take a test. Now, to qualify even to take this test the person must be between the ages of twenty and twenty-nine. Weight must be in proportion to height. Eyes must test at least 20/70, with correction to 20/20, must not be color blind. He/she must have a good character; must have a good reputation and be able to pass a rigid background investigation; must have good credit and work history; must not have ever been convicted of any felony, or serious offence: must not have ever been convicted of numerous minor offenses, such as traffic tickets. If a person has several traffic tickets this would be one thing that would keep him/her from joining the police department. He/she must have a good record in the military service if he/she has been there; must supply the City Personnel Office with the discharge from the military. Some of the benefits that might go along with being a police office is the fact that the city does furnish each officer with hospitalization insurance and with a life insurance policy. Also, they have a group policy which is also available through the Muncipal Police Officers Association, which each member of the police department can join. Also, we have what is known as the Police Relief Association, which a person can join and this also has slight benefits such as borrowing money or a small life

insurance policy. We have vacation time of twelve working days per year up to fifteen years. After fifteen years of service we get up to seventeen working days vacation per year. And you may accumulate up to twenty-five days. We also have eight paid holidays, and fifteen days of sick leave per year.

Now we will go into how a person in the police department gets promoted. The only way that we can get promoted is through a written examination, and this written examination is drawn up by the city testing center. The test is given at some central location such as the Civic Center, or our own Police Academy. The eligibility list consists of persons who have been on more than five years, and have not been suspended from the department within that five years or within the last year. These are eligible for the promotional exam. Normally it consists of around one hundred fifty questions pertaining to our job. The persons who make the highest grades go in for an interview and if they pass it, and are selected to make sergeant, then they must go before a doctor and be examined. If they pass their examination, then they are promoted by the mayor and city council. This goes on throughout the career of the police officer. Every promotion is a written examination. We have a sergeant's examination, lieutenant, captain, inspector, and assistant and chief of police. Each one of these is available through the written examination. Now I hope that this brief run-down on things that we do will enlightn you to what a police officer does and some of the benefits that go along.

CI-TAB Middle School Program

Publisher: Burns Taylor

Almost everyone uses books; so it is interesting to know how they are made. This young man told us about his work as a publisher.

Hi! My name is Burns Taylor, and I am totally blind, and I am a business man. I am in the publishing business, which means that I, well, publish things that people write, manuscripts that people send to me or give to me. Let's say a person brings me some short stories that have been typed just, on just regular typing paper. I can take that and maybe make some corrections, if what they wrote is not too well written, correct the punctuation, and help the persons say what they want to say, maybe in a better way, which is called editing. I might, you know, change a sentence or change a word here or there that I think could be improved. Then I take that bunch of pages that have been typed and turn those into a book. This is a very long process, a very complicated process. Something you need to understand, the difference between a printer and a publisher. A printer is the person who actually manufactures a product. His product, in this case that we're talking about, are books. Then the publisher, which is my job, is as I was explaining before, editing a manuscript that somebody brings to me and then I, in turn, take this manuscript to the printer, and he sets what I give him in

type. This means he makes lead type for each letter in each word on the typewritten page. He converts into lead type, by melting the lead, and shaping it into the shape of the letters. Then he makes a plate from this type. He imprints these sheets of lead type on to a kind of an aluminum plate and they're sort of embossed or raised so that you can you can feel 'em if you touch the plate and run your fingers over it. You can feel the letters, a little bit, on a plate. He puts this plate on a press and puts ink all over it, and then presses that up against paper, and that's how the actual printing process goes. Then the printer sends these sheets of paper back to the publisher, and he checks them to make sure that the printer hasn't made any mistakes or that he's set all the type correctly and the words are the way they're supposed to be, because printers make a lot of mistakes, just like everybody else. So the publisher corrects these things and, of course, since I'm blind I have to have people help me do that. I have people working with me to look at the sheets that I get back from the printer and compare them with the original manuscript that I have, the typewritten material, to make sure that they're correct. Then that goes back to the printer, and he does the whole thing again, with the corrections, and sometimes he makes some new mistakes in the process. So he sends these sheets back to me again and I check those out and make sure they're correct. I send them back to the printer; then he begins to actually print the book the way a regular book looks, in pages, instead of just on long sheets of paper, which are called "gallies". He prints what are called "signatures" which is like sixteen pages at a time and they're folded together. So we get those back and check them for mistakes and changes, or whatever. We send

them back to the printer again and then he's about ready to start printing the actual book and putting on the cover, glueing it on or sewing it on, depending on what kind of binding the book has. And then he sends the finished product to the publisher. So it's a lot like manufacturing cars, or shoes, or anything else. The printer is the manufacturer, and the publisher's job mostly is to make sure that the product is done the way he wants it and then it's his responsibility to sell the books, to make sure that they get into book stores, into libraries, into universities, that sort of thing. He's the supplier of the books to book stores and so on. And that's where the publisher makes his money. As I explained to you in the beginning, I'm in business for myself, and the government, also, through paying taxes, of course, but I am an independent business man, which is kind of interesting. It's different; it's not exactly like working for somebody else, because one good thing about it is that nobody can fire you. You can't really fire yourself, but you can go broke, which a lot of business men do, if you don't know how to manage your business properly, and that's pretty hard thing, besides just being a publisher, you know. It's hard to be in business because you have to keep your own books, you have to keep up with your own bank account, and you have to pay taxes when they're due, and you have to pay your employees, and you have to be sure that the thing that you're going to print you'll be able to sell later on. Sometimes you print a book, and you get it back, and it just won't sell,

because it's not popular, people don't like it, or it's just not well written or, for whatever reason, they don't buy it. And so you lose. All the money that you paid the printer to produce it, is lost, and you can't do that too many times or you go broke. So you have to be pretty sure and pretty careful about what you publish that you have a market for it, that you can sell it somewhere. And I think explained before that the three main areas where you can sell books as a publisher are, number one, to libraries, because libraries buy new books all the time. So you have to send out notices to libraries that you have a new book that's available and ask if would they like to order it. If they order it, you send them a bill and they pay you, you hope. Another area is to just regular book stores, retail book stores. You sell books to them and then they, of course, in turn, sell them to whoever comes into the store. The other big area is for textbooks for colleges and schools. That's a big business, and a little bit different from just selling to the book stores, because you have to go to the college or the university and talk to, like, a committee, maybe, of eight or ten people who select and decide which books they are going to use for their classes and you have to do a selling job to those people. You have to convince them that your book is better than the one that they're using, in order for them to take your book and to buy it. Of course that's a pretty good part of the business, because you can sell a lot of books in one place that way. Let's say if a university decides to use your book in their classes they may order like about fifteen hundred or two thousand books at one time, which is a lot, whereas with one book store, you might sell six or a dozen books, at the most, in one sale. So you can see that there's a lot of money for the people that sell even the books that you're using in school,

because they sell them to a number of schools at the same time and they get a big order that way. As a matter of fact, the way I went into business happened sort of like this. I was teaching, as an instructor, at the Community College, and I realized from talking to the other teachers that were teaching there with me that they didn't particularly like one of the books that they were using in an English class. So since I am also a writer, that is, I write poems, and stories, and other things, I knew a lot of writers in the area where I am from, which is Southwest Texas and New Mexico, and so on. So I suggested to the teachers that we put together a book that was just a collection by people in Texas, New Mexico, and Arizona, to use in our own classes, and they thought it was a pretty good idea. And I had a friend who was also teaching there with me and I asked him if he would like to help me with the project and he said, "Yes". So we got together and we asked all of our friends who were writers and artists to give us whatever they had, you know, their best, what they thought was their best work, poems or stories, whatever they were writing. Then we collected all of this material and went through it and selected what we thought were the best of each thing and put them together. As I was telling you before, we had to go to a committee of about six people who made the decision concerning which book they were going to use. They looked at it and they said, "Well we like that, it looks good, and we'd like to order it for next year". They wanted, I think, it was two thouand copies in the first order. So that really put me in business. So then I

went to a printer and asked him how much he was going to charge me to print a book of so many pages and so on, and so on, and just gradually put everything together and published the book and sold it to the community college. Now I'm selling it to libraries and book stores all over the state and not just in Texas but in New Mexico, Arizona, California. I am working on some other books. I have several people who've come to me since I published this book asking me if I would like to publish what they have. I've have only been in this business for about a year and a half now and have only published this one book. It's about, oh, two hundred and eighty pages, I guess, and it has illustrations and a lot of poems and stories and plays and articles, essays, in it. But I'm now working on some other books, and will plan to publish maybe two next year, or three. It's very slow when you're in business for yourself, because a lot of times you have to borrow money to do what you want to do, what you need to do, and it's just very slow, unless you have a lot of money to start with and you're rich; that helps. But when you're not, you have to just take it as you go, make your way as you go, and so it's kind of slow. And you don't go into business and get rich over night. It takes a long time to really establish yourself and to make some money. But it's a lot of fun, and you have a lot of freedom, that you don't have when you're working for somebody else. You know, you don't have to be at the office right at eight o'clock or anything like that. Unless you have an appointment, you can pretty much come and go as you please and you can work at your own pace. The problem is, though, that you have to have some kind of self discipline, so that you don't just fool around all the time and fail to go to the office, because you won't be in

business very long that way. So you have to be the kind of person that knows what you have to do, and do it, and be done with it, and go on to something else, because nobody's going to tell you to do this or do that or be on the job at a certain time. So what I'm saying is, when you are your own boss, it's sometimes a lot harder because you have to control yourself in what you do. And sometimes it's nicer when you are working for somebody else, because they tell you what to do, you know. But basically I really enjoy being my own boss; it's more fun. And like I said before, nobody can fire me because I can't really fire myself. I went to the University and I got my degree in English, in literature, and that has helped me very, very much in the publishing field, because in majoring in English, you have to learn to write essays and how to punctuate correctly, and you have to learn to appreciate literature and to know when you read something, whether or not it's a good poem or a bad poem, or a good story or a bad one, and why it's good or bad. All of those things are very important in the publishing field, as I was telling you before. So in my particular line of work, school and education is very important. So if you plan to be involved in publishing or something related to that, you will have to go to school and learn how to evaluate, how to make up your mind whether something is good or bad that somebody else has written. I would like to end up by telling you again, the name of my business is Santay Publishing, S-a-n-t-a-y Publishing Company in El Paso, Texas, and if any of you, later on, in a few years, if you decide that you think you

can write something, you can write poems, or write a book, please let me know about it, because being blind, I am very interested in what other blind people do, and I would be, I'm sure, partial to, I would feel partial to anybody that was blind that could write, that I thought was a good writer. I would certainly do everything I could to help you. So, keep that in mind. That's all.

CI-TAB Middle School Program

Secretary: Ruth Braun

It may be surprising to you that a person who is legally blind can be a secretary. This woman is a good secretary. Let her tell you about her job.

My name is Ruth Braun and I am secretary to Mrs. Vicki Williams, the Superintendent of Texas Education Agency's Regional Office of Education for the Deaf.

I feel very fortunate to have this job and very fortunate that Mrs. Williams hired me. I think one of the reasons that she hired me is that she is used to working with handicapped people, people who are deaf, and so the fact that I have a visual handicap was not a deterent to her. I have found it a deterent in getting other jobs. I was helped a great deal by the Texas Commission For The Blind. They were helpful in finding me jobs to go on interviews for and in being very supportive in an interview, and just all along the line. I did have a difficult time getting a job, I think possibly because of my vision, and possibly because of my age. But this is a very, very good job; it is a state job.

And as far as my schooling, I went to Radford School for Girls as a

little girl in grammar school and the reason I went there was that the eye doctor said I could not go to school, and my mother said she was going to send me to school and that they could send me to Radford and he said, "Fine. OK. She can go to Radford, but if anything happens out she will come." In those days there were no special programs for the blind or the visually impaired, and so all of my schooling was in regular classes at Radford. Then I went to high school and always found people very, very kind and helpful. I always sat up with the teacher so I could see the blackboard and found that very advantageous because I got very well acquainted with the teacher. So that what might have been a handicap in many ways was really helpful to me.

From there I went to what was then the College of Mines and it's now UTEP. I went there for a year and then I had eye surgery and decided I wanted to become a secretary. So I went to El Paso Tech and I took shorthand and typing. I worked for W. R. Weaver Company for many years. He made telescopes, and I learned a great deal there, and there again I was very fortunate in that the woman I worked for was willing to take a chance. In those days there was no Vocational Rehabilitation, there was no Texas Commission for the Blind; there was no special education for the blind and you just either made it or you didn't.

For a while I didn't work, then I decided to go back to work, and found that I was eligible for help from the state. At that time I was living in Colorado. I did not know that I was eligible, and it was only by chance that I went to the Rehab because I am a certified braillist. When I went to the Colorado Employment

Commission for counseling about getting a job, I had written that that was my hobby and they became very interested. I told them, "Well, the job I really want is I want to be secretary to a blind man and use all my skills." They said they didn't know anything about that; they would send me to the Colorado Rehab. Well, when the Colorado Rehab saw me they said, "We think you are eligible to be one of our clients," and I said, "I don't think so; I have never been a client of a Rehab", and they said, "Well, you look like you're eligible? Will you release your medical records?" And I said, "Sure." And they said, "Fine." Then they called me and said, "How would you like to be a medical secretary?" Incidentally, that is an excellent field for anyone with a visual handicap or even one who is totally blind. The pay is good. You are usually in a situation where you don't have to be very mobile; you sit and you transcribe from a dictaphone; and once you learn the medical terminology you can begin to create your own dictionary, in braille, of medical terms. One can be in medical records of a hospital, or quite possibly for a doctor. In any event, I was trained by the Colorado Rehabilitation as a medical secretary. They paid for my training and the hospital where I was trained, in turn, paid me. At this particular hospital, this woman, this medical records librarian had trained many blind and visually handicapped people as medical secretaries. She had found that they were very good and that if she trained them they stayed with her, and that was true. She was excellent!

From there I moved to Philadelphia and, of course, had medical experience. From there I went into research, medical research, and then into clinical orthopedics and to community medicine, all as a secretary.

I like being a secretary; I like meeting people. I like the feeling of helping the person that I work for. I think that being a person's secretary is a very crucial job. I think that you can do a lot of public relations for them. You are the buffer between them and the other employees, between other people that they have to work with, and between them and the public. And, you can smooth the way for them and that is the fun of it, making their way smoother, doing their work well, and making them look good and, in turn, you look good. I have always liked being a secretary. I like shorthand very much; I like codes; that's why I like braille; that's why I like shorthand. They're similar; they're codes as probably some of you know; you probably do read and write braille. As far as being promoted, well, this is a state job and your salary increases each year. It's a very good job; it's a new program with the deaf and I am learning something new. I'm learning sign language and interestingly enough I'm having a very difficult time with sign language because of my visual problem. I sign in a very unusual way, I am told by one of the gentlemen for whom I work, who is hearing impaired. He says I sign as though I have an alter ego, some one standing next to me. I sign broadly, I sign in large type. He and I compare our disabliities. Each one thinks the other one's disabliity is harder. I think that's always true, because you learn to live with the one that you have. I think that being a secretary is something that definitely anyone who is visually

impaired should consider. Typing is a natural thing for a person who is visually impaired. That's their only real way of communicating unless they can see well enough to write. They should be good typists. They should develop their skills well, especially typing. Dictaphone is ideally suited for anyone who is visually impaired. That is something else that they should learn, and those two things in combination, because very few people today are using shorthand. So, if you are interested in becoming a secretary, become a very good typist, learn to use the dictaphone well, and always keep in mind, that when you are a secretary you sort of represent the person you work for, and the things you do and say reflect on the office where you work and the person for whom you work. And all of these things are important, and they help build your personality. You learn to talk to people, and you will find that it is just a lot of fun.

CI-TAB Middle School Program

Store Manager: Manny Vega

Among the workers who affect all our lives is the grocer. It should be interesting to hear what people do in a grocery store. Mr. Manny Vega is a young man who is a very successful store manager. Let him tell you about his job.

This is Manny Vega. I've been asked to give a little summary on the training that we get to become store managers. We started off as sack boys, sacking groceries, carrying out for the customers, progressing to a checker, checking groceries out, then going on to assistant manager, and finally getting to be a manager. The position of a sack boy is very simple, but we consider it one of the most important jobs in the store. When a customer leaves the store, the last person to talk to the customer will be the sack boy. It depends on the appearance of the sack boy, the way he talks to the customer, the way he acts, and so on, whether the customer will come back to shop at our store again. The sack boy must be neat in appearance, must have a good vocabulary and a good personality, so as to get along with the customers, regardless if the customer is in a good mood or bad. Usually a training period for a sacker depends on his ability to work with other people. It may range anywhere from six weeks to six years, depending on the

individual. If a sacker does get promoted to a checker, it's a completely different job in the store. His responsibilities are far greater than those of a sack boy. Checkers have to be well trained in working with people. They must have a good personality; they must dress neatly at all times. They have to be good in math, they have to be able to work with figures: division, multiplication, subtraction and addition. They must be able to memorize at least a hundred prices from the different departments in the store. When they come in the morning, the first thing they do is go out and take a produce test, which consists of about sixty different items in the produce department. After taking the test, they must be checked by the produce manager before they can even enter the check stand. They must learn the specials that we have on, which are for a three day period. Our store specials start on Monday and end on Wednesday, start again on Thursday and end on Saturday, and we have one single ad for Sunday. As the customer looks at the checker, she thinks it's a very simple job just hitting that piece of equipment in front of him, but there's a lot of training that goes into the background. First of all, they have to know the different departments in the store, which in our case consists of four; grocery, market, produce and general merchandise, called the drug department. The first thing when they start working for us, they walk around the store. They learn the different items in the store which are taxable and non-taxable; the different codes that we use in the different departments.

After the new checker has come into the store, and he has learned to distinguish the taxables in the different departments, he then goes about and takes a produce test. It'll probably take him about five or six different times of taking a

test, before he can really get it down pat, which means that he has to get ninety-nine percent of them right. We allow only one to three mistakes. If he makes more than three mistakes, he must take it again. There are usually about eight hours of training just for that. After learning the different departments and taking a produce test, they start on the company policy, company procedures. They must learn that, and they have to sign a contract with us before they even start. It's not a contract actually; it's just a company policy, and with their signature on it, they are telling the company they have read and they understand the procedures that we follow and they will abide by the rules. After that procedure's done with, then they go into the actual training in use of the cash register, which takes another eight hours. With a normal person who is good in math, at dividing, and getting multiple figures, it usually takes sixteen hours of training to qualify to be a checker. There are some very slow learners, and with that kind of people, we have to take at least another eight hours, or sixteen, if we have to. Usually by the end of twenty hours of training the management should know if the person's going to be able to qualify to be a checker and what kind of a checker she or he is going to be.

Now the requirements for a checker are being at least seventeen and being in school or having a high school diploma. They have to be able to work all different kinds of hours, as the different stores in different locations have different opening times and closing times. Even the girl

checkers are expected to work up to the midnight shift. This is what we really want the women for, to work the late shift, so our men can come in and do the stocking at night time, which is from 10:30 at night to 7:30 in the morning. Besides, the girls make a better impression in the front end than the men do. As soon as the checker training period is done the checkers are on their own now, and and it's up to the store manager to keep the training up with them so they'll get to be the best. The company expects us to get some of the best people that we possibly can to manage our money up in the front end, not only our money, but our customers, which to us is considered our actual pay check. Actually the customer's the one that pays our salary, not the company, or anybody else. The company may own the store, but the customer's the one who buys the merchandise, and that's where we get our pay checks from. That's why we expect nothing but the best up in the front end.

The next step is being assistant manager, after you've proven yourself as a good checker, and you're able to work with people. You have to understand how to make a profit in order to progress a step higher. You have to be able to learn to give people the best, for them to get the best, and for you to get the best. The first thing I found out when I was promoted to assistant manager was working long hours and long days, going in at seven in the morning, working 'til two or three o'clock in the morning, whatever it takes. I was initiated real good. My first day as assistant manager I went in there at ten o'clock in the morning and got off at three o'clock the following day for the simple reason that some of the freezers broke down and we had to take all the merchandise out, clean all the freezers, and put all the merchandise back in.

So that was a good starting point. After that I just made up my mind that I was willing to work hard and long hours and to learn the job to the best of my ability. Now it doesn't just take that to be an assistant store manager. You have to be able to learn to work with other people, to manage other people, to make people produce. You must get your money's worth out of what you pay 'em, so in return the company can make a profit too. 'Cause this is business. It's here for a for a reason; that reason is to make a profit, and to be able to open opportunities for people who want to be in this kind of business. To further my training as assistant manager, I was sent to different stores, working with different managers, under different people. That's when your actual training comes up when you work in a store. When you work in one certain store, all your employees get used to you and your habits and you do the same with them. You get used to their habits and their way of working. So when you get transferred to another store, you start working under new people, under a new manager. You think that you're lost, 'cause everything is brand new to you again. The way of running the store depends on the different store managers. Each manager has his own way of running the store. When you get transferred, you try to use your own ways. That's when you may get into trouble 'cause maybe the other manager won't like the way that you were taught, or trained. Then, at the same time you meet new people, employees, customers; the overall situation is different. The kind of clientele in the store depends on the location of the stores. The buying

habits of the customers are completely different from location to location. The employees are different too. They have their different working habits, the store hours are different, so you have to adjust yourself to each store and to each individual as your transfers come about. After going through about five or six different store managers and five or six different working crews, you learn to work with people, how to handle them, how to cope with their problems, and how to help them as they progress, because they want to be trained to be managers one of these days. After working as assistant manager for a year, a year and a half, two years, I got my first store as a store manager, and that's when I really finally realized what it is to be a store manager. When you're assistant manager one of the worst habits that one gets is leaning on the store manager when a problem arises that you can't handle. That's one of the first things that I found out when I became a store manager. I didn't have anybody to lean on when a problem arose, so I had to use my own judgment and my own common sense and my training to be able to cope with them. For example, the store manager has to be in the store at least by seven, seven-thirty in the morning, and that's six days a week, and seven if necessary, depending on the situation in the store, you don't have any problems and you have a good crew, you have a dependable assistant manager, which can take care of the place when you're gone. 'Cause the store manager's in charge of that store twenty-four hours a day, seven days a week, and every day of the year, including holidays. Even when the store is closed, it's the store manager's responsibility to make sure that all security is checked or open doors, or make sure all the money's put away, all the doors are locked, fire check is made. And during the actual holiday when the store is closed we have to check the store at least four or

five times during the day to make sure that everything's all right, that nobody has broken in, or none of the freezers have broken down, or somebody hasn't plugged the toilet up and all the water coming out of it, which has happened many times. We come back to the being here at seven o'clock in the morning. The store manager has many things to do before he opens the store. You have to make sure that the store is clean, there's no obstacles on the floors or anything that anybody can get hurt with. You have to make sure that all your department heads are here with their crews and ready to have the store by nine o'clock, have the merchandise out and ready for that first customer which comes up to the front end of the store. The customer has to come up to the front of the store. The impression that you give her when she comes in that door is the impression she's going to have all through her shopping spree down here. You have to have your people in a good mood, thinking about what they're going to do and doing their job to the best of their ability. You really have to be as nice and gentle, and careful and courteous as you possibly can. You do that and you succeed. Instead of a dissatisfied customer you're going to have a good customer who will be coming back to your store day in and day out. She'll spend her money here instead of some place else.

Over the whole store I think we have got something like over sixty thousand different items, and we have to make sure that we order what we need and when we need it. We must keep control over our back room;

must keep control over the merchandise in the shelves. But most of all we must make sure that we take care of the customer.

CI-TAB Middle School Program

Telephone Operator: Julie Lorence

Hi! My name is Julie Lorence, and I'm from El Paso, Texas, and I work for Mountain Bell Telephone Company. I'm one of your friendly operators, you know, the lady that says, "Operator, Operator, give me your number". I'm one of those, you know, but anyway, I enjoy my job very, very much. I had to go through public school, which most of you are probably in public school. Some of you, I guess, are going to private schools or any other kind of school. But I had to work just like you do. Boy! did I have to work! I had to work on math, and I hated it. Uh, let me tell you, I hated it, but I learned it, and it helped me with my job. So, let's get with the fractions, kiddos. OK? But, anyway, math is very important on this job. What I do, let me see if I can describe it to you. Its a small--I don't think I can. First of all, it's a large room and there's about two hundred and fifty operators on duty all at the same time. OK? And there's two rows of operators of nothing but chairs on both sides of the room. Well, I'm in the middle of the room and I'm sitting in front of this little board, and it's got about twelve keys to it. It's like an adding machine if any of you have seen that. And all I do is key pulse numbers like I'll ask somebody, "May I have your number please?" and they'll give me like 778-4069, and that's what I'll key pulse and that's for billing purposes. And, really, it's a lot of fun because I get to talk to a lot of different people,

and this way I don't let my blindness you know, sort of get me down. But I'd like to see more blind people become telephone operators. And I'd like to see a lot of you get your Seeing Eye dogs, too. I have one and her name is Ursie. She's outside barking right now. But, as far as school was concerned, I had a lot of fun through high school. I went to Austin High School here in El Paso, and I graduated in 19nnnnnnn. Should I tell you that? No, I shouldn't, because if I tell you that, you'll figure out my age. You're smart people. I know you. Forget it! That I had all the basic courses like English, and biology, and science and so on, and so forth, but they weren't really that difficult, I didn't think at the time. Now that I look back on it, they were kind of easy. But I had to do all the homework just like you all do. So, don't. First of all, go in with the attitude that you like to work. If you don't like to work, do something you like to do. Like with me, I guess, it's my hands because that's usually what I do, and my ears. And I have a little tone that tells me when a call's coming in, since I can't see the lights. That's how I can tell that a call's coming in. So, I'd like to see more of you down at the telephone company. Ok? Well I started at the telephone company February the 10th, 1970. What was it? 1975? Yeah. I forgot the year. Then, anyway it took me three days to get trained up at the telephone company, and I had to sit with these two instructors, and they showed me what to do. They, they had a, what they call "a fake board", which is not real, and little lights would come on, you know, and they'd tell me how accurate I was punching the buttons, and they could see those. And I had three days training, which most people have two weeks. But this job is not really that difficult. It's just a lot of pressure,

that's all. And the type of personality you have to have. Well, as long as you're, you know, lively and happy 'cause you sure wouldn't want to get a grouchy telephone operator, which sometimes you do, I know. But most of us are pretty friendly up there. And the thing is we like people, and we hope that people like us. And, really, that's just about all the basic things that you need. You smile a lot. I try to, believe it or not. And as far as making more money is concerned, well, as long as you're accurate, and you have to stay there for at least six months. And then after six months, you can get a transfer to any other department in the company. And as soon as you get a transfer to any other part of the company then your pay goes up, so to speak. But, you do get a, if you stay, if you decide to be an operator for the rest of your life, you get a raise every six months, 'til you make $750.00 every two weeks, which figure it up, that's pretty good bundle, isn't it? So, I hope I've answered most of your questions. I know you didn't ask me any, but I hope I've answered 'em anyway. Ok?

Oh, by the way, I have a girl scout troup and there's fifteen little girls the ages of nine, ten, and eleven year old and they are all a lot of fun. So remember, the rest of you, I bet you're a lot of---I wish I could meet all of you. That would be fun, wouldn't it. Well I'll let you go for now, God bless you and take care, and Ursie says, "Hi!" And we'll talk to you all later. Bye, bye.

CI-TAB Middle School Program

Upholsterer: L. T. Johnson

Do you ever wonder how the furniture in your home is made? We asked Mr. Johnson to tell about his job as an upholsterer. This is what he told us.

My name is L. T. Johnson. I operate an upholstery and reconditioned furniture shop. I'd like to tell you a little about how an upholstery shop is run and how we re-upholster furniture. The things you'd see in an upholstery shop are a sewing machine, of course, to put the fabric together, a large table, usually with a sewing machine sitting at one end of it, air guns suspended from the ceiling, an air compressor and various hand tools, a whole big rack of hand tools.

What we do in order to re-upholster a couch, for instance, when we bring it into the shop, we take the old fabric off. Underneath this fabric you'll find padding, different kinds of padding. At one time it was horsehair; now most of it's foam rubber. But under the padding you'll find springs, and these spring are on a wooden frame. What we do, when we start to re-upholster a piece of furniture is take everything off, right down to the frame and the springs. Then we make sure that all the joints where the boards come together in these frames are sound. We'll re-glue them, put them back together, and be sure that the springs are

also in good shape, tight, well secured. Then we start putting the foundation and the padding back on, only we put new padding on this time. After the padding is in place, then the upholsterer cuts various pieces of fabric, one or more pieces for each section of the piece that he is covering, and sews them together so that they'll fit on properly, then uses his air guns, his staple guns, to secure them to the wooden frame. The basic frame is then all repadded with the new fabric on it. Cushions are made and covered with the fabric, and the job is finished. Things one has to know how to do in order to be an upholsterer are really very simple; it's just a matter of starting in to do it, and as you get more skilled at doing these things, then of course you're worth more money. You can work faster and better. The skills necessarily are mostly manual. You have to have a reasonable amount of strength, and being able to lay out fabric so that it will be attractive once it's on the sofa is also a very necessary ability. In order to advance in this kind of work, if you are working as an upholsterer, the thing that makes you worth more money to your employer is being able to do a better job, faster, and making your job attractive to the customer who has to be satisfied. Some of the better points, the more enjoyable parts, of being an upholsterer are the satisfaction that you get from taking a piece of furniture that looks bad, is in bad shape, sagging, uncomfortable to sit on, and making a like-new piece of it again, making an attractive piece of furniture. Also, your work is for the most part inside, so you don't have to worry about getting too hot in the summer or too cold in the winter. This same thing might be considered a poor working condition if you like to get out in the sunshine as I do. The way I have avoided this is by

going on estimates. I go to people's homes, look at their furniture, and tell them what it will cost to have it re-done in our shop. This part of the upholstery business, of course, is what it all rests on. If you can't talk anyone into having you do their upholstery for them or give them a better price or a better job then the next man, then you won't have a job to do. And if you are a person who likes to talk to people, who enjoys getting out and meeting people, then this would be an excellent job for someone who had these interests.

In connection with the estimating part of the upholstery business, where you go out and tell people what it will cost to cover their furniture, my schooling has been very useful to me. I've been able to talk talk to people and tell them in understandable English the things they need to know. My math ability, which was developed in school, has helped me to estimate the amount of fabric that you'll need to cover a piece of furniture, and in figuring prices. A person can be trained to be an upholsterer in many different ways. The way I learned was by building a piece of furniture for someone who wanted me to build another, and one thing led to another, and I wound up with an upholstery shop. One of the upholsterers who works for me now learned his trade in Mexico. His father has a furniture factory in Mexico and he grew up around this factory and learned to be an upholsterer at the same time. There are courses of training offered at local colleges. Community College here has an upholsterer's course. There are a number of mail order correspondence courses that you can take that will help

you in your background as an upholsterer, but in the final analysis you learn by doing. Wherever you learn your trade you'll learn by taking a piece of furniture and reupholstering it. I hope you've learned something from this discourse on upholstery.

APPENDIX

Additional Resources

Many students have enough vision to enjoy films and film strips. Others may profit from hearing the comments on sound film. The following titles are among many which are appropriate for the various unit topics in the middle school program. Some are available on loan, others can be rented, and it may be necessary to purchase some.

Before purchasing films it is usually better to preview them to see whether they are useful and appropriate. Another consideration is the probability of their becoming obsolete because the job itself no longer exists or because of out-of-date dress, vocabulary, etc.

Agency of Instruction
Box A, Bloomington, Indiana 47401

Bread and Butterflies Series — Unit VIII

"Money: How It Functions"
"Office Practice: Manners, etc.,"
"Office Practice: Working with Others,"
"Office Practice: Your Attitude,"
"Typing Skills: Fields,"
"Typing Skills: Position,"

and others.

Encyclopedia Britannica Educational Corp. Con't.

A Visit to the Waterworks	Unit I
The Industrial Worker	Units IV & VI
Meat-from Range to Market	Units I, IV & VI
The Miner	Units IV & VI

Handel Film Corporation
8730 Sunset Blvd., W. Hollywood, Ca. 90069

Drop Out Now-Pay Later	Unit VIII

McGraw-Hill Films
1221 Avenue of the Americas, New York, N.Y. 10020

Great Lakes Area: Men, Minerals and Machines	Units IV & VI
Parents Are People, Too	Unit I

Texas Education Agency
201 East Eleventh Street, Austin, Texas 78701

What's Happening?	Unit I
The Blind Can Do	Unit VII
Work Is Child's Play	Unit I

Cornerstone Productions
6087 Sunset Blvd., Suite 508, Hollywood, Ca. 90028

Earning Money While Going to School	Units V, VII & VIII

Coronet Instructional Media
65 East South Water ST., Chicago, Ill. 60601

Communication in the Modern World	Units IV, VII & VII
Where Do Our Letters Go?	Units I, IV & VI
The Postal System	
Health Heroes: The Battle Against Disease	Unit I
Helpers in Our Community	Unit I
What Is a Neighborhood?	Units I, & II
Life on a Cattle Ranch	Units IV & VI
Paper and Pulp Making	Units IV & VI
What Is a Corporation?	Units IV & VI

Encyclopedia Britannica Educational Corp.
425 N. Michigan Ave., Chicago, Ill. 60611

What Is a Community?	Units I & II
The Food Store	Units I, II, IV, VI
Why Fathers Work	Unit I
Cloth: Fiber to Fabric	Units I, IV & VI
An Airplane Trip by Jet	Units IV & VI
Railroad Builders	Unit IV & VI
Choosing a Job	Unit VII
Making the Things We Need: Division of Labor	Unit I
Our Community Services	Units I & II
Sheep Rancher	Units IV & VI

AIMS Instructional Media Services, Inc.
P. O. Box 1010. Hollywood, California

Is a Career as a Technician for You?	Units IV, VI & VII
Is a Career in Clerical Work for You?	" " " "
Is a Career in Electronics Mfg., for You?	" " " "
Is a Career in Finance Insurance or Real Estate for You?	" " " "
Is a Career in Government for You?	" " " "
Is a Career in Health Services for You?	" " " "
Is a Career in Machining for You?	" " " "
Is a Career in Management for You?	" " " "
Is a Career in Radio or Television for You?	" " " "
Is a Career in the Hotel or Motel Business for You?	" " " "
Is a Career in the Professions for You?	" " " "
Is a Career in the Service Industries for You?	" " " "
Is a Sales Career for You?	" " " "
Family Teamwork and You	Unit I

BFA Educational Media
2211 Michigan Ave., Santa Monica, Ca. 90404

Let's Visit a Shopping Center	Units I & IV
A Newspaper Serves Its Community	Units I & II
Our Policeman	Units I, II & IV
Trucks in Our Neighborhood	Units IV & VI

Churchill Films
662 N. Robertson Blvd., Los Angeles, Ca. 90069

Why Communities Trade Goods	Unit I